



MINISTERUL EDUCAȚIEI AL REPUBLICII MOLDOVA

# ENGLISH AWARENESS

Galina CHIRA • Margareta DUȘCIAC • Maria GÎSCĂ  
Elisaveta ONOFREICIUC • Mihai CHIRA



# Working Together



STUDENT'S BOOK

# 10



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ENGLISH AS A MAJOR LANGUAGE

## STUDENT'S BOOK 10



Editura ARC

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| Școala .....      |                                         |             |                     |              |
|-------------------|-----------------------------------------|-------------|---------------------|--------------|
| Manualul nr. .... |                                         |             |                     |              |
| Anul de folosire  | Numele de familie și prenumele elevului | Anul școlar | Aspectul manualului |              |
|                   |                                         |             | la primire          | la returnare |
| 1.                |                                         |             |                     |              |
| 2.                |                                         |             |                     |              |
| 3.                |                                         |             |                     |              |
| 4.                |                                         |             |                     |              |
| 5.                |                                         |             |                     |              |

- Dirigintele clasei trebuie să controleze dacă numele elevului este scris corect.
- Elevul nu va face nici un fel de însemnări în manual.
- Aspectul manualului (la primire și la returnare) se va aprecia: *nou, bun, satisfăcător, nesatisfăcător.*

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Coming together is a beginning;  
keeping together is a progress;  
working together is success.

Henry Ford  
American Industrialist

### Dear friend,

You are about to start a new three-year cycle in learning English. By the end of it, you are expected to reach an advanced level in using the language.

*English Textbook* is the first book of the series. The present course encourages you to review the elements of grammar, enrich your vocabulary, and develop your speaking abilities.

Your trip will be diverse. With *English Textbook* you will travel through the world of literature, get to know the English-speaking countries, and discuss various topics of everyday life in Moldova and abroad. We encourage you to think critically and express your opinion while participating in class discussions, group and pair work, debate, and while completing various assignments. The textbook challenges you to be active, make decisions, solve problems, and be inventive in your project works.

To get you started and learn more about the present book, we ask you to do the quiz below.

Good luck!

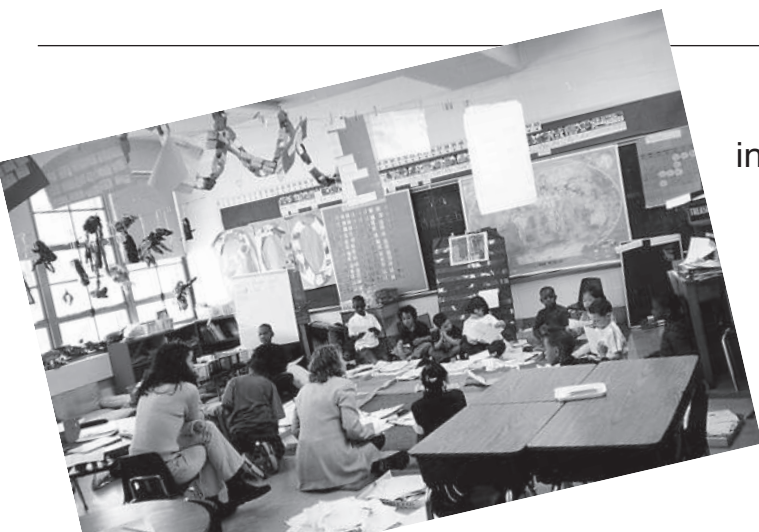
*The authors*

### Quiz

- How many units are there in the textbook?
- How many lessons are there in each unit? Are all the units and lessons similar? What is different?
- Where can you find information about the English-speaking countries and Moldova?
- How is vocabulary presented to you?
- How is grammar presented?
- What kind of information can you find in the *Info Boxes*, *Life Skills* boxes, *Learner Training* rubric?
- What does the *Supplement* include? Comment on each of its sections.
- What do you like about the textbook so far?

# CONTENTS

|                                                                                                                                                                                                                                                                         |                                                                     |               |                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------|----------------------------------------------------------------------|
| <b>1 UNIT</b>                                                                                                                                                                                                                                                           | <b>ON THE PATH TO KNOWLEDGE</b>                                     | <b>2 UNIT</b> | <b>PERSPECTIVES ON FAMILY AND FRIENDS</b>                            |
| LESSON 1                                                                                                                                                                                                                                                                | <i>Enjoy your Journey</i> 6                                         | LESSON 1      | <i>Family Ties</i> 24                                                |
| LESSON 2                                                                                                                                                                                                                                                                | <i>On Education</i> 10                                              | LESSON 2      | <i>Age and Youth</i> 28                                              |
| LESSON 3                                                                                                                                                                                                                                                                | <i>Literary Focus. Killing Time or Learning?</i> 14                 | LESSON 3      | <i>Literary Focus. Valuing Friendship</i> 32                         |
| LESSON 4                                                                                                                                                                                                                                                                | <i>Culture and Civilization. Just Different</i> 18                  | LESSON 4      | <i>Culture and Civilization. The Oldest Institution in the UK</i> 36 |
| LESSON 5                                                                                                                                                                                                                                                                | <i>More English?</i> 20                                             | LESSON 5      | <i>More English?</i> 38                                              |
| <b>3 UNIT</b>                                                                                                                                                                                                                                                           | <b>HEALTH AND WELLNESS</b>                                          | <b>4 UNIT</b> | <b>ON RECREATIONAL ACTIVITIES</b>                                    |
| LESSON 1                                                                                                                                                                                                                                                                | <i>Fitness and You</i> 42                                           | LESSON 1      | <i>I'm Having the Time of My Life</i> 60                             |
| LESSON 2                                                                                                                                                                                                                                                                | <i>Making Choices</i> 46                                            | LESSON 2      | <i>Browsing for Books</i> 64                                         |
| LESSON 3                                                                                                                                                                                                                                                                | <i>Literary Focus. Learn to Love Yourself</i> 50                    | LESSON 3      | <i>Literary Focus. The Reading Public</i> 68                         |
| LESSON 4                                                                                                                                                                                                                                                                | <i>Culture and Civilization. Medical Care. History and Facts</i> 54 | LESSON 4      | <i>Culture and Civilization. Nothing Ventured, Nothing Gained</i> 72 |
| LESSON 5                                                                                                                                                                                                                                                                | <i>More English?</i> 56                                             | LESSON 5      | <i>More English?</i> 74                                              |
| <b>5 UNIT</b>                                                                                                                                                                                                                                                           | <b>THINGS WE CAN'T DO WITHOUT</b>                                   | <b>6 UNIT</b> | <b>LEARNING ACROSS CULTURES</b>                                      |
| LESSON 1                                                                                                                                                                                                                                                                | <i>Shopping</i> 78                                                  | LESSON 1      | <i>Language — the Treasure of a Nation</i> 96                        |
| LESSON 2                                                                                                                                                                                                                                                                | <i>Eating Out</i> 82                                                | LESSON 2      | <i>The Country of Traditions</i> 100                                 |
| LESSON 3                                                                                                                                                                                                                                                                | <i>Literary Focus. Just a Bite...</i> 86                            | LESSON 3      | <i>The Country of Democracy</i> 104                                  |
| LESSON 4                                                                                                                                                                                                                                                                | <i>Culture and Civilization. Transportation System in London</i> 90 | LESSON 4      | <i>The Land of Paradise</i> 108                                      |
| LESSON 5                                                                                                                                                                                                                                                                | <i>More English?</i> 92                                             | LESSON 5      | <i>Literary Focus. Believe It or Not!</i> 112                        |
|                                                                                                                                                                                                                                                                         |                                                                     | LESSON 6      | <i>More English?</i> 116                                             |
| <b>SUPPLEMENT</b> 119<br><b>Holidays and Customs</b> 120<br><b>Trying Your Hand at Writing Poems</b> 128<br><b>Essay writing tips</b> 129<br><b>Transitional Devices / Linking Words / Phrases</b> 131<br><b>Tape Scripts</b> 132<br><b>List of Irregular Verbs</b> 141 |                                                                     |               |                                                                      |



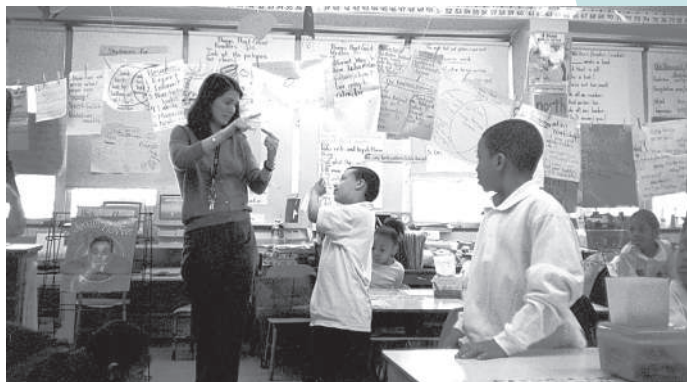
If you wish to have a rich and last-  
ing heritage, truly love  
your motherland,  
your family,  
your nation,  
school,  
and books.

**Aurelian Silvestru**



Do you know...

how many people speak English around the globe?  
where and when the first schools started?  
how British and American schools grade their students?



# LESSON 1

## Enjoy Your Journey

Obstacles are those frightful things you see when you take your eyes off your goal.

Henry Ford

### DISCUSSION POINTS AND WRITING

Dear students,

You have passed into a new stage of your school life. Open the door to the future to find a world full of new information and new activities that will give you the possibility to acquire knowledge at a deeper level and gain life skills.

The lyceum level is a very important one, it is meant to prepare you for the baccalaureate exams and independent life after graduation.

The way is not easy, but motivation and perseverance will make it.

Enjoy your journey.

- 1 In your notebook answer the following questions to set your expectations toward the lyceum level. Keep your notes brief.
  - a. What do you expect to learn during the three years ahead of you?
  - b. How different do you think you will be in three years? Write at least ten adjectives to describe yourself.
  - c. What joys and difficulties do you envision you will meet on your way?
- 2 Work in pairs. Share your expectations. Identify common expectations as well as differences. What do differences speak of?
- 3 As a class, discuss how you see yourselves in three years and how you can make your expectations come true.
- 4 Work in groups and discuss the following topics. Choose one student in each group to be the reporter. He or she can make notes of the discussion and report back to the rest of the class.
  - a. advantages of knowing English (Use the *Info Box* as a reference.)
  - b. the problems some people have in learning English
  - c. the best ways of learning English

### READING

- 1 Read the introduction to the text. Explain why it is entitled *My Life List*.
- 2 Skim the text and name the categories under which the author grouped the goals. Tell which of the categories is more appealing to you and why.
- 3 Match the geographical names in the text with their transcription in the *Pronunciation Key*. Pronounce the names of places correctly and find them on the world map.
- 4 Read the text and say which goals John Goddard did not achieve.

#### Learner Training

##### Skimming

To skim material is to look at it in order to take in the general subject, the divisions, and the major headings.

You might skim a table of contents to see if the chapters in a book have the information that you want. You might also skim a magazine, checking article titles to see if you want to read any of them.

### INFO BOX

#### English in the World Today

- One fifth of the world's population speaks English to some level of competence.
- Over 300 million people speak English as a first language.
- Worldwide there are over 1400 million people living in countries where English has official status.
- It is estimated that over one billion people are learning English.
- English is the favoured language of international diplomacy, communication, technology, and scholarship.
- More than half of world's technical and scientific periodicals are in English.
- Half of business deals in Europe are conducted in English.
- English is the official voice of the air and sea.
- Today English is the basic language of the World Wide Web. English is the medium for 80 per cent of the information stored in the world's computers.
- English is the language of Shakespeare and many other great writers.

## My Life List

*One rainy afternoon an inspired 15-year-old boy named John Goddard sat down at his kitchen table in Los Angeles and wrote three words at the top of a yellow pad, "My Life List." Under that heading he wrote down 127 goals. He has completed most of his goals. Each time he accomplished a goal he checked it on the list. Here are some of the goals set by young John.*

### Explore:

- ✓the Nile River
- ✓the Amazon River
- ✓the Congo River
- ✓the Colorado River
- the Yangtze River, China
- the Niger River
- the Orinoco River, Venezuela
- ✓Rio Coco, Nicaragua

### Study Primitive Cultures In:

- ✓The Congo
- ✓New Guinea
- ✓Brazil
- ✓Borneo
- ✓The Sudan (John was nearly buried alive in a sandstorm.)
- ✓Australia
- ✓Kenya
- ✓The Philippines
- ✓Tanganyika (now Tanzania)
- ✓Ethiopia
- ✓Nigeria
- ✓Alaska

### Climb:

- Mount Everest
- ✓Mount Kilimanjaro
- ✓Mount Ararat, Turkey
- ✓Mount Kenya
- Mount Cook, New Zealand
- ✓Mount Rainer
- ✓Mount Fuji
- ✓Mount Vesuvius
- ✓Mount Baldy, California
- ✓Carry out careers in medicine and exploration (Studied premed and treats illnesses among primitive tribes)
- Visit every country in the world (30 to go)
- ✓Learn to fly a plane

### Photograph:

- ✓Victoria Falls, Rhodesia (Chased by a warthog in the process)
- ✓Sutherland Falls, New Zealand
- ✓Niagara Falls
- ✓Retrace travels of Marco Polo and Alexander the Great

### Explore Underwater:

- ✓Coral reefs of Florida
- ✓Great Barrier Reef, Australia (Photographed a 300-pound clam)
- ✓the Red Sea
- ✓the Fiji Islands
- ✓The Bahamas

### Visit:

- ✓North and South Poles
- ✓Great Wall of China
- ✓Panama and Suez Canals
- ✓Easter Island
- ✓The Galapagos Islands
- ✓Vatican City (Saw the pope)
- ✓The Taj Mahal
- ✓The Eiffel Tower
- ✓The Tower of London
- ✓The Leaning Tower of Pisa
- Follow River Jordan from the Sea of Galilee to the Dead Sea

### Swim In:

- ✓Lake Victoria
- ✓Lake Superior
- ✓Lake Tanganyika
- ✓Lake Titicaca, South America
- ✓Lake Nicaragua

## Pronunciation Key

|                   |                |
|-------------------|----------------|
| [aɪfəl'taʊə]      | [naɪdʒə]       |
| [æməzən]          | [naɪ'dʒɪəriə]  |
| [æərəæt]          | [naɪ]          |
| [ə'læskə]         | [nɪkə'ræɡjʊə]  |
| [bə'ha:məz]       | [nju:'ɡɪni]    |
| [bɜ:nɪəʊ]         | [nju:'zi:lənd] |
| [bɔ:ldi]          | [dri'nəʊkəʊ]   |
| [brə'zɪl]         | [ɒs'treɪliə]   |
| [dʒɔ:dn]          | [pænəma:]      |
| [evərest]         | [pi:zə]        |
| [fɪlɪpi:nz]       | [rəʊ'dɪziə]    |
| [fi:dʒi:]         | [remiə]        |
| [flɒrɪdə]         | [sʌðələnd]     |
| [fu:dʒi:]         | [su'da:n]      |
| [gæli,li:]        | [suɪz]         |
| [gə'læ,pəɡəs]     | [su:'pɪəriə]   |
| [i:θɪ'əʊpɪə]      | [tɑ:dʒmə'ha:l] |
| [jæŋksi:]         | [tæŋɡə'nji:kə] |
| [ækæli'fɔ:nɪə]    | [tænzə'ni:ə]   |
| ['kəʊkəʊ]         | ['tɜ:ki]       |
| [kɪlɪmən'dʒɑ:rəʊ] | [tɪtɪ'kʌkl]    |
| ['kenjə]          | ['tʃaɪnə]      |
| [kɒlə'ra:dəʊ]     | ['vætɪkən]     |
| ['kɒŋɡəʊ]         | [venə'zweɪlə]  |
| ['kʊk]            | [vɪk'tɔ:riə]   |
| [naɪ'ægərə]       | [vɪ'su:vɪəs]   |

### WORD HOUSE

**premed** [æpri:'med], *n.* — a program of premedical study or training to prepare for the formal study of medicine

**chase** [tʃeɪs], *v.* - to go after and try to catch, pursue, follow

**warthog** ['wɔ:t,hɒɡ], *n.* — a wild African hog (a pig) with two pairs of tusks (long pointed teeth) and protuberances on the face

**retrace** [rɪ'treɪs], *v.* - to trace (to follow the trail of) again

**reef**, [ri:f], *n.* — a ridge of rock, sand, or coral at or near the surface of water

**clam** [klæm], *n.* — any of various bivalve mollusks (with a shell consisting of two parts), many of which are edible (fit to be eaten)

## LISTENING

### 1 Match the descriptions below with the pictures and the words from the listening text.

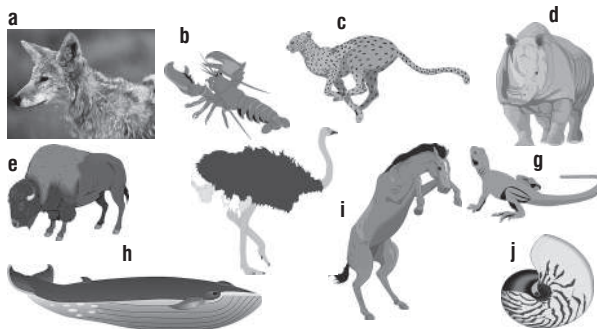
#### Animals and Birds

1. a large, long-necked flightless African bird with long, bare legs
2. a small wild horse of Western North America
3. a large marine crustacean with five pairs of legs, of which the first pair is large and claw-like
4. a large saltwater mollusk having an ear-shaped shell
5. a large thick-skinned herbivorous mammal of Africa and Asia, with one or two upright horns on the snout (nose)
6. any of several oxlike African or Asian mammals; the American bison
7. a very large marine mammal
8. jaguar, any of various wild leopardlike cats of North and South America, especially a large species with a yellow and gray coat marked with black spots
9. a wolf-like animal common in Western North America
10. a reptile having a long body, four legs, and a tapering (becoming narrower towards the end) tail

a. lobster ['lɒbstə]  
b. coyote ['kɔɪəti]  
c. ostrich ['ɒstri:tʃ]  
d. cheetah ['tʃi:tə]

e. rhinoceros (rhino) ['raɪ'nɒsərəs]  
f. buffalo ['bʌfələʊ]  
g. bronco ['brɒŋkəʊ]

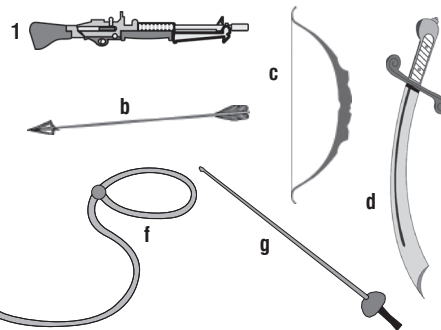
h. abalone [əbə'ləʊni]  
i. whale [weɪl]  
j. lizard ['lɪzəd]



#### Weapons

1. a fencing sword with a bowl-shaped guard and a long three sided narrow blade and a guard over the tip
2. a heavy cavalry sword with a one-edged, slightly curved blade
3. a firearm with a long barrel containing spiral grooves (long narrow channels)
4. weapon used to shoot arrows
5. a straight, thin shaft (body) that is shot from a bow having a pointed head and flight stabilizing feathers at the end
6. a rope with a running noose (a loop); lasso
7. a flat, curved missile that can be thrown so that it returns to the thrower

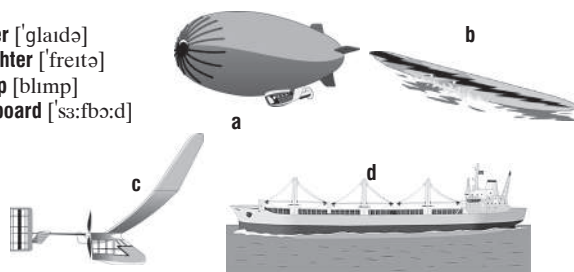
a. arrow ['ærəʊ]  
b. epee ['epeɪ]  
c. boomerang ['bu:məreɪŋ]  
d. bow [bəʊ]  
e. rifle ['raɪfl]  
f. sabre ['seɪbə]  
g. lariat ['læriət]



#### Moving Objects

1. a non-rigid, buoyant (remaining afloat in a liquid or rising in air or gas) aircraft/airship or dirigible
2. a light, engineless aircraft designed to glide after being towed aloft into the sky
3. a vehicle, especially a ship, for carrying freight (goods, cargo)
4. a narrow, somewhat rounded board used for surfing

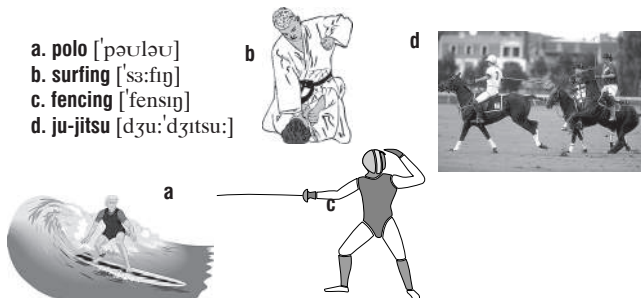
a. glider ['glɑɪdə]  
b. freighter ['freɪtə]  
c. blimp [blɪmp]  
d. surfboard ['sɜ:fbo:d]



#### Sports

1. the art, practice, or sport in which an epee, foil, or sabre is used for defense and attack
2. a Japanese art of self-defense
3. the sport of riding the crests of waves into shore on a surfboard
4. a game played by two teams on horseback, equipped with long-handled mallets (long-handled hammers used to strike a ball) for driving a wooden ball

a. polo ['pəʊləʊ]  
b. surfing ['sɜ:fɪŋ]  
c. fencing ['fensɪŋ]  
d. ju-jitsu [dʒu:'dʒɪtsu:]



- 2 Listen to the second part of the text *My Life List* and pick up three goals that seem to you the most exciting ones. Share them with the class and say why you consider them exciting.
- 3 Listen to the text again and answer the questions:
  - a. Do you find the goals set by John Goddard easy or difficult to achieve?
  - b. Which goals seem to you more difficult/least difficult to achieve?
  - c. What obstacles could prevent him from achieving the goals set?
- 4 Work in groups. Decide what qualities a person would need to achieve the goals set by John Goddard.



### The Goal Setting Train

When you set goals for yourself consider that there are 4 steps to goal setting: WHAT, WHY, WHEN and HOW.

Goal setting is like a train trip.

**What:** Your goal is your destination. Where do you want to go? It must be specific and measurable, so you will know when you have reached it.

**Why:** Your values are your locomotive. They pull you along, they drive you forward.

**When:** Your deadline is your arrival time. Don't keep putting your goals off until later. When the date arrives, you will know if you have accomplished your goals.

**How** is the way you accomplish the goal, the way you get there. Are you going to take the shortest way, or the longest way? Are you going to go first class? Are you going to do it right the first time? How much are you willing to pay for your ticket?

## WRITING

- 1 Using the train analogy set goals for yourself. Refer to the list of expectations you wrote at the beginning of this lesson to get you started.
  - a. Write a list of goals for the next three years.
  - b. Next to each goal write the qualities that you will need to achieve it.
  - c. When you have finished, share at least one of your goals with the rest of the class.
- 2 At home write your *Life List*. You can keep it for years. Each time you accomplish a goal, put a check mark next to it.
- 3 For each of the goals in your life list, set concrete short term objectives/tasks/steps. Accomplishing the tasks you will accomplish your goals. Share your goals and objectives with your classmates.



## Grammar Revision

### The Classification of Nouns

|      |           |             |          |                                                                 |
|------|-----------|-------------|----------|-----------------------------------------------------------------|
| Noun | proper    | Moldova     |          |                                                                 |
|      | countable |             | concrete | a notebook<br>a child<br>a story                                |
|      |           |             | abstract | an opinion<br>a thought<br>an interest                          |
|      | common    |             |          | wool<br>buckwheat<br>English<br>dignity<br>whiteness<br>success |
|      |           | uncountable | concrete |                                                                 |
|      |           |             | abstract |                                                                 |

Characterize the nouns below according to the criteria of the classification you have learned.

e.g. growth – abstract, uncountable, common noun

|           |          |           |
|-----------|----------|-----------|
| joy       | goal     | education |
| honesty   | running  | potato    |
| ceremony  | surfing  | behaviour |
| ocelot    | idea     | sorrow    |
| ice-cream | basket   | glue      |
| flower    | dreaming | attic     |

# LESSON 2

## On Education

*The fate of empires depends on the education of youth.*

Aristotle

### DISCUSSION POINTS

- 1 Match the parts to reconstruct sayings or quotations. Agree or disagree with them. Prove your point of view.

The brighter you are,  
The object of teaching a child  
The doors of wisdom  
Wise men learn by others' harm;  
Learn from the skilful;  
Being uneducated is not as dishonourable  
Genius without education

is like silver in the mine.  
as being unwilling to learn.  
the more you have to learn.  
is to enable him to get along without a teacher.  
he who teaches himself has a fool for a master.  
are never shut.  
fools scarcely by their own.

- 2 Brainstorm a list of sayings and proverbs about learning and education in your native language. Translate them and comment on their meaning.

### READING

- 1 Consult the *Pronunciation Key* box and learn to pronounce the words correctly.
- 2 Read the passages below. Fill in the gaps with the following words: liberal, priestly, behaviour, tier, charge, nobles, despised, network, mend, common, organizing, programme, scriptures.

### INFO BOX

- Greek philosophers, or thinkers, always discussed what education should try to do and what it should include. Plato wrote a book called *The Republic*, which is one of the best books ever written on education. Since those days, Greek ideas have influenced European education, especially secondary and university education.

### Education in the Past

The first teachers were fathers and mothers, but very early in the history of man children began to be taught by people other than their fathers and mothers. It is thought that schools first started in Egypt 5,000 to 6,000 years ago and that it was the invention of writing which made them necessary. Reading and writing were quite different from the skills used in everyday life, and writing made it possible to store up knowledge which grew with each generation. Specially trained people were therefore needed to teach it.

a. Only the sons of ..... attended the first Egyptian schools, which taught reading, physical education and good .....

b. In China, until the 19th century, education was organized according to social classes, and consisted largely of learning the ..... by heart.

c. In ancient India the ..... caste decided what should be taught to each of the four castes, or groups, into which people were divided. Only the priestly caste was allowed to learn the scriptures.

### Pronunciation Key

Athena [ə'ti:nə]  
Athenian [ə'ti:nɪən]  
Egypt ['i:dʒɪpt]  
Egyptian ['i:dʒɪpɪn]  
Rome [rəʊm]  
Roman ['rəʊmən]  
Sparta ['spɑ:tə]  
Spartan ['spɑ:t(ə)n]  
China ['tʃaɪnə]  
Chinese [tʃaɪ'ni:z]  
Great Britain ['ɡreɪt'brɪt(ə)n]  
British [brɪtɪʃ]  
India ['ɪndiə]  
Indian ['ɪndiən]

d. The Athenians were building what we call a ..... education – one that helps a man develop all the sides of his nature, helps him to make and appreciate beautiful things and helps him to find the best way of life. They thought it important to educate the body as well as the mind and had a ..... of physical training which consisted of running, jumping, wrestling and throwing the discus. As time went on, education paid special attention to reading, writing and literature and these were taught by a special teacher, known as the “dramatist”. ..... people were not educated: they were trained in craftsmanship, workmanship, and trades.

e. In Great Britain, the first teachers we read about were craftsmen. They taught children to read, write and count, to cook and ..... their shoes. In the early 19th century the main system of teaching was the “Monitor” system. The teacher could manage a class of 100 or more by using older pupils or “monitors” to help him. The schools had long desks which were sometimes arranged in ..... so that the teacher could see every child in a large class.

f. The Spartans, a hard and warlike people, gave a purely military education. At the age of seven, all boys of noble families were taken from their homes and were sent to live in groups. They were kept under very strict discipline and were taught hunting, military scouting, swimming and the use of weapons. They ..... literature, and some people think they could not even read.

g. The Romans were very good at ....., and they were the first people to have schools run by the government free of ..... Throughout their great empire, there was a ..... of these schools which provided for three stages of education. At age six or seven all boys (and some girls) went to the primary school, where they learned the “three Rs”: reading, writing and arithmetic. Most children were not taught more than this, but at 12 or 13 boys of the rich families went on to the “grammar” school to study language and literature. At 16, young nobles who wanted to enter politics or the service of their country went to the schools of rhetoric, or public speaking.



*Big School in Stratford-upon-Avon, UK. Built in 1417. Used as school since 1553. It is believed that Shakespeare was educated here*

**3 Read the Info Box and explain what rhetoric is. Do you think it should be taught in schools? Why, or why not? If yes, what would the benefits be?**

**4 Complete the following table.**

- Write down the school subjects mentioned in the text and mark the places where they were taught.
- Compare the subjects taught in different countries to identify similarities and differences.
- Underline the subjects that are still taught in schools today.

### INFO BOX

**Rhetoric** ['retərɪk] — the art of effective expression and the persuasive use of language; oratory; the art of influencing the thought and conduct of an audience.

**5 Tell what impressed you most about education in the past and why.**

**6 Tell what is common and what is different between education in the past and education in modern times.**

| Places         | Athena | Rome | Sparta | China | India | Egypt | Great Britain |
|----------------|--------|------|--------|-------|-------|-------|---------------|
| Subjects       |        |      |        |       |       |       |               |
| Reading        |        |      |        |       |       |       |               |
| Good behaviour |        |      |        |       |       |       |               |
|                |        |      |        |       |       |       |               |

## LISTENING

### 1 Look at the pictures and reflect on different ways of learning.

- What can you learn from each of these sources of information?
- Which of them do you find more efficient and why?
- Can you name other sources of learning?



### 2 Listen to the opinions of a teacher and a parent about school and education. How would you answer the questions that the parent and the teacher ask at the end of their letters?

### 3 Replace the underlined words in the following sentences from the text you have just listened to by their synonyms. Consult the *Learner Training* rubric and the *Word House*.

*length, modest, old-fashioned, drop, reduced*

a. Today's children are unlikely to open a book after they leave school and, in time, books will become **obsolete**.

b. Their parents have no time either — they are too busy working to make sure their kids “have everything they need” and also too tired when they get back home to do much else than **flop** into an armchair and switch on cable TV.

c. My students find books boring, probably because computerized visual effects and televised soap operas have shortened their attention **span**, **impoverished** their vocabulary and dulled their imagination.

d. In my **humble** opinion, reading is essential to help develop lively, creative, critical and literate minds.

### 4 Listen to the texts again and fill in the table below.

- Pick out of each of the two opinions key arguments in favour of watching TV, using computer technology, and reading. Note them down in the table.
- Add your own arguments to each section in the table.
- Discuss the arguments in class. Prove the importance of each of the sources listed.

| Reading books is important because... | Watching TV is important because... | Using computer technology is important because... |
|---------------------------------------|-------------------------------------|---------------------------------------------------|
|                                       |                                     |                                                   |
|                                       |                                     |                                                   |

## WORD HOUSE

**obsolete** [ˈɒbsəli:t] [ˈɒbsəˈli:t], *adj.* — no longer in use or fashion; no longer useful or functioning

**flop**, [flɒp], *v.* — to fall heavily and noisily

**span**, [spæn], *n.* — the length of time that something lasts or continues

**impoverish** [ɪmˈpɒvərɪʃ], *v.* — to reduce to poverty; to deprive of natural richness or strength

**dull** [dʌl], *v.* — to become or make something dull

**humble** [ˈhʌmbl], *adj.* — marked by meekness or modesty; showing submissive respect

## Learner training

### Synonyms

**Synonyms are words that possess almost the same general meaning.**

e.g. large - big  
beautiful - good-looking,  
pretty - lovely, handsome

Synonyms which are identical in meaning are called **complete** or **absolute** synonyms.

Few words in a language are identical in meaning, we usually find them in terminology.

e.g. scarlatina - scarlet fever  
semasiology - semantics  
synopsis - summary  
parka - anorak  
shoestring - shoelace

## SPEAKING AND WRITING

## Learner training

**Resolution** — a statement to be debated.

**Argument** — a unit of discourse in which beliefs are supported by reason.

The starting point of an argument is an assertion, which states the belief, position or point of view that the arguer is going to expand or support.

*Here is what I believe and I will show you why I believe it.*

**Evidence** — specific life examples, statistics, factual references, appeal to authority (dictionary, encyclopedia, the Bible, the Constitution, etc.)

### 1 Write arguments for and against the resolution “Education is the key to success”; give supportive evidence.

### 2 Debate the topic in class.



## Grammar Revision

### Countable and Uncountable Nouns

Some nouns may be both countable and uncountable depending on their use. Among these we can enumerate the following:

1. Nouns denoting both single items and “substances”  
e.g. a chicken/ chicken  
There are many chickens in the yard.  
We don’t eat chicken very often.
2. Nouns which refer to objects or material.  
e.g. an iron/ iron  
Can you lend me your iron?  
This kitchen utensil is made of iron.
3. Nouns which can refer to something specific or general.  
e.g. a light/ light  
Not a light could be seen in the house.  
Light travels faster than sound.
4. Nouns ending in “-ing.”  
e.g. a painting/painting  
There was a painting by Turner on the wall.  
Painting was the only thing he liked while at school.

### Noun Formation

to sculpture – a sculpture  
to sound – a sound

public inn/house – pub  
Frederick – Fred  
craftsmanship

disagreement  
misunderstanding  
to freeze – frost

to drip – drop

**1 Study the above scheme. Can you name the four ways of forming nouns? If not, do exercise 2.**

**2 Match the words with their definitions**

- |                |                                                                                                          |
|----------------|----------------------------------------------------------------------------------------------------------|
| 1. contraction | a. the forming of nouns by adding either a prefix or a suffix (or both of them) to the stem of the word. |
| 2. deflexion   | b. the formation of a noun from another part of speech without adding any derivative elements.           |
| 3. conversion  | c. the shortening of a word by omitting its first part, its middle or its ending.                        |
| 4. affixation  | d. the formation of one word from another word.                                                          |
| 5. derivation  | e. the derivation of one word from another by changing the vowel.                                        |

### APPLYING THE KEY SKILLS

**1 Fill in the blanks with a/an, the, – (no article)**

- |                                                                 |                                                                   |
|-----------------------------------------------------------------|-------------------------------------------------------------------|
| 1. He doesn't like to drink ... wine.                           | ther.                                                             |
| 2. What is ... paper made of?                                   | 9. ... good knowledge of a foreign language is always a priority. |
| 3. ... reading is his favourite occupation.                     | 10. Is ... glass really made from sand?                           |
| 4. My mother bought me ... blue ribbon.                         | 11. There was ... flour everywhere in the kitchen.                |
| 5. This has always been ... wine of high quality.               | 12. ... education is what he lacks at present.                    |
| 6. Where is ... paper I was reading two minutes ago?            | 13. Is that piece of clothing made from ... wool or ... cotton?   |
| 7. She was asked to deliver ... speech at the reunion tomorrow. | 14. When did he come into ... fortune?                            |
| 8. Tell him to buy ... tea for me and ... beer for my father.   |                                                                   |

**2 Form nouns from the following words:**

- |               |                |                |                |
|---------------|----------------|----------------|----------------|
| 1. wide       | 7. secure      | 13. deep       | 19. train      |
| 2. to improve | 8. to meditate | 14. percept    | 20. devise     |
| 3. to plan    | 9. to show     | 15. to strike  | 21. choose     |
| 4. citizen    | 10. similar    | 16. to connect | 22. to require |
| 5. to shoot   | 11. to feed    | 17. to lift    | 23. correct    |
| 6. to defend  | 12. identify   | 18. meek       | 24. long       |

## LESSON 3

## Literary Focus

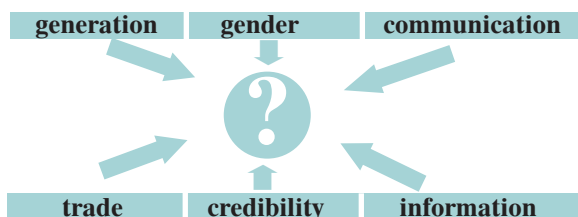
## Killing Time or Learning?

*A distinctive feature of a good school is to make the student learn more than he is taught, even more than the teacher himself knows.*

**Mihai Eminescu**

## DISCUSSION POINTS

- 1 Work in groups. Look at the two pictures. Tell how you would describe the teacher-student relationships in each of them.
- 2 Decide what the missing word in the middle of the circle is.



## 3 Answer the questions:

- a. What does each of the word combinations in 2 mean?
- b. When does a teacher-student communication gap occur?
- c. How does such a gap influence the atmosphere in class?

## READING

- 1 Read the title. Predict what the text will tell you about the relationships between teachers and students.
- 2 Scan the text. Check whether your predictions were right. Share the results with your classmates.
- 3 Read the text. Answer the questions:
  1. Why are students sometimes turned-off?
  2. What does Ellen Glanz suggest doing to end the teacher-student “battle”?
  3. Out of the three options mentioned by Ellen Glanz which one would you choose? Why?

a. confess openly to the teacher    b. copy someone’s sheet    c. make up an excuse

- 4. Why are many students “obsessed” with getting very good and excellent marks?

## Scanning

Scanning is another kind of rapid reading. You scan when you want to find a specific piece of information quickly. When you scan, you do not read every word. You run your eyes quickly down the page looking for a specific idea, fact, detail. Scanning demands that you ignore all but the key item being searched for.

## Why Are Students Turned Off?

**Casey Banas**

*A teacher pretends to be a student and sits in on several classes. What does she find in the typical class? Boredom. Routine. Apathy. Manipulation. Discouragement. If this depressing list sounds familiar, you will be interested in the following analysis of why classes often seem to be more about killing time than about learning.*

Ellen Glanz lied to her teacher about why she hadn’t done her homework; but, of course, many students have lied to their teachers. The difference is that Ellen Glanz was a twenty-eight-year-old high school social studies teacher who was a student for six months to improve her teaching by gaining a fresh perspective of her school.

She found many classes boring, students doing as

little as necessary to pass tests and get good grades, students using ruses to avoid assignments, and students manipulating teachers to do the work for them. She concluded that many students are turned off because they have little power and responsibility for their own education.

Ellen Glanz found herself doing the same things as the students. There was the day when Glanz wanted to join her husband in helping friends celebrate the purchase of a house, but she had homework for a math class. For the first time, she knew how teenagers feel when they think something is more important than homework.

She found a way out and confided: “I consi-

dered my options: confess openly to the teacher, copy someone else's sheet, or make up an excuse." Glanz chose the third option—the one most widely used—and told the teacher that the pages needed to complete the assignment had been ripped from the book. The teacher accepted the story, never checking the book. In class, nobody else did the homework; and student after student mumbled responses when called upon.

"Finally," Glanz said, "the teacher, thinking that the assignment must have been difficult, went over each question at the board while students copied the problems at their seats. The teacher had 'covered' the material and the students had listened to the explanation. But had anything been learned? I don't think so."

"The system encourages incredible passivity," Glanz said. "In most classes, one sits and listens. A teacher, whose role is activity, simply cannot understand the passivity of the student's role," she said. "When I taught," Glanz recalled, "my mind was going constantly—figuring out how to best present an idea, thinking about whom to call on, whom to draw out, whom to shut up; how to get students involved, how to make my point clearer, how to respond; when to be funny, when serious. As a student, I experienced little of this. Everything was done to me."

Class methods promote the feeling that students have little control over or responsibility for their own education because the agenda is the teacher's, Glanz said. The teacher is convinced the subject matter is worth knowing, but the student may not agree. Many students, Glanz said, are not convinced they need to know what teachers teach; but they believe good grades are needed to get into college.

Students, obsessed with getting good grades to help qualify for the college of their choice, believe the primary responsibility for their achievement rests with the teacher, Glanz said. "It was his responsibility to teach well rather than their responsibility to learn carefully."

Teachers were regarded by students, Glanz said, not as "people," but as "role-players" who dispensed information needed to pass a test.

But the sad reality, Glanz said, is the failure of teachers to recognize their tremendous communication gap with students. Some students, she explained, believe that effort has little value. Some have heard reports of unemployment among college graduates and others, and after seeing political corruption they conclude that honesty takes a back seat to getting ahead any way one can, she said. "I sometimes es-

## WORD HOUSE

**ruse** [ru:z], *n.* — deceitful way of doing something

**purchase** ['pɜ:tʃəs], *n.* — something bought

**confide** [kən'faɪd], *v.* — to tell a secret; tell confidentially

**rip**, [rɪp], *v.* — to pull, tear or cut something quickly and with force

**promote** [prə'məʊt], *v.* — to encourage, support

**regard** [rɪ'gɑ:d], *v.* — to consider to be

**dispense** [dɪs'pens], *v.* — to distribute, administer

**cheat** [tʃi:t] (**on**), *v.* — to act in a dishonest way; to win an advantage or profit

**encounter** [ɪn'kaʊntə] *v.* — to meet

**stint**, [stɪnt], *n.* — period of time spent at a particular activity

**assume** [ə'sju:m], *v.* — to take for granted or true

**crackdown**, *n.* — severe measures to restrict or discourage undesirable people or actions

timated that half to two-thirds of a class cheated on a given test," Glanz said. "Worse, I've encountered students who feel no remorse about cheating but are annoyed that a teacher has confronted them on their actions."

Glanz has since returned to teaching at Lincoln-Sudbury. Before her stint as a student, she would worry that perhaps she was demanding too much. "Now I know I should have demanded more," she said. Before, she was quick to accept the excuses of students who came to class unprepared. Now she says, "You are responsible for learning it." But a crackdown is only a small part of the solution.

The larger issue, Glanz said, is that educators must recognize that teachers and students, though physically in the same school, are in separate worlds and have an on-going power struggle. "A first step toward ending this battle is to convince students that what we attempt to teach them is genuinely worth knowing," Glanz said. "We must be sure, ourselves, that what we are teaching is worth knowing."

## Phrases and Idioms

**to lie to someone** = to tell lies

**to find something boring (interesting, comfortable)** — to become informed or aware of, by experience or trial

**to turn somebody off** — (cause him to) lose interest, desire, etc.

**to make up an excuse** — to give reasons for not complying

**to get someone involved (in)** — to cause to take part (in)

**to be obsessed with** — to be excessively preoccupied with

**to feel (no) remorse about something** — to feel (no) regret for doing something

**4 Write the word that goes with each clue below. The numbers in brackets correspond to the paragraphs in the text.**

1. You usually use this word when you mean something new, bright, cool, not stale, not tinned. (1)
2. It refers to things, activities which are not interesting at all. (2)
3. People use this word when they are given the right or power to choose. (4)
4. We use this word to show that a person doesn't speak distinctly. (4)
5. We pronounce this word when we doubt something that can not be believed. (6)
6. No meeting, conference, seminar can be organized and held without having one. (7)
7. The word is used to mean the thing(s) done successfully, with effort and skill. (8)
8. It's equivalent of the answer to an equation or problem. (11)

**5 In the following examples choose the word which fits the meaning in the sentence.**

e.g. What you really lack is the ability to see things in... .

a. prospect b. relation c. perspective

1. The best thing to do now is to ... my sins and ask God for a blessing.

a. acknowledge b. confess c. deny

2. A clever politician knows how to ... his supporters.

a. manipulate b. handle c. manage

3. I recognized him the very moment I saw him but I couldn't ... his name.

a. recollect b. recall c. remind

4. Do you believe the three-month courses will help him ... for this post?

a. to adapt b. to nominate c. to qualify

5. She can't distinguish between an ... artist and an amateur.

a. original b. accomplished c. trained

6. All our attempts to stop him from leaving the country ended in... .

a. loss b. deficiency c. failure

7. There was not enough evidence for the jury ... whether the defendant was guilty or not guilty.

a. to infer b. to conclude c. to sum up

**6 For each word in column A that comes in the text find a word in column B which is opposite in meaning. The first example has been done for you.**

| A.             | B.             |
|----------------|----------------|
| 1. boring      | a. unusual     |
| 2. to purchase | b. dishonesty  |
| 3. to accept   | c. interesting |
| 4. funny       | d. success     |
| 5. to gain     | e. serious     |
| 6. separate    | f. to lose     |
| 7. honesty     | g. to soothe   |
| 8. failure     | h. to sell     |
| 9. to annoy    | i. united      |
| 10. common     | j. to reject   |

**7 Form strong partnerships with gain, lose, and miss. Use some of the correct word partnerships in sentences of your own.**

|               |                |
|---------------|----------------|
| a match       | recognition    |
| time          | heart          |
| a fortune     | one's balance  |
| a friend      | ground         |
| chance        | an advantage   |
| the favour of | face           |
| a train       | the upper hand |
| school        | the boat       |

**SPEAKING**

**1 Discuss the following.**

- a. What makes students tell lies when they don't do their homework?
- b. Why do some students find classes boring?
- c. What causes students' passivity and what should be done about it by both teachers and students?
- d. What is more important to you, grades or knowledge? Explain why.
- e. Have you ever cheated on any test in any subject? How did you feel afterwards?

f. What are your relationships with your teachers? Are you really in "two separate worlds"? Explain.

g. Where and why does the teacher-student communication gap begin? Suggest ways of diminishing it.

h. Which principles (both for teachers and students) do you think could facilitate the teaching-learning process in your school/ class?

**2 Comment on Ellen Glanz's words from the last two paragraphs.**

## LITERARY FOCUS

**Nonfiction** is prose writing that deals with real people, events, and places. One major type of nonfiction is **the essay**.

An **essay** is a composition of three or more paragraphs that present and develop one main idea.

Some essays are **formal** – that is, tightly structured and written in an impersonal style. Others are **informal**, with a looser structure and more personal style.

There are four common types of essays:

— **Expository essays** present or explain information and ideas.

— **Descriptive essays** paint a vivid picture that expresses one main impression of a person, an object, or a scene.

— **Persuasive essays** state an opinion on a subject and use facts, examples, and reasons to convince readers to adopt particular points of view.

— **Literary essays** are of two types:

**a. book review**, in which the writer briefly summarizes the contents.

**b. critical essay**, in which the writer analyzes and interprets a work of literature.

An essay should have:

— **an introduction**

— **a body**

— **a conclusion**

**The introduction** of an essay

a. captures the reader's attention,

b. establishes the tone,

c. contains the thesis statement.

**Tone** is the writer's attitude toward his or her subject and audience.

**The thesis statement** states the main idea and makes the writer's purpose clear.

The paragraphs that make up **the body** of an essay develop the main idea expressed in the thesis statement and show the writer's point of view in a clear and convincing way.

The purpose of **the conclusion** is:

a. to summarize the main points;

b. to state an opinion, argument based on the information or evidence in the essay;

c. to suggest other areas to explore that will enlarge the reader's understanding of the subject.

### Steps for Writing an Essay

1. Write a thesis statement.

2. Write an introduction that includes your thesis statement.

3. Use your outline to write the paragraphs in the body.

4. Use connecting devices to link your thoughts.

5. Add a concluding paragraph.

6. Add a title.

7. Revise your essay for structure, well-developed paragraphs, unity, coherence, emphasis, and varied and lively sentences and words.

8. Check your grammar, spelling, and manuscript form.

## Apply Your Knowledge

1. What kind of essay are the passages below from? How do you know?

**a.** Most birds migrate in silence, but not geese. Whether you are walking down a city street, standing in a suburban backyard, or working in a rural wood lot, you know when geese fly away.

**b.** In Ernest Hemingway's novel *The Old Man and the Sea*, the main character, Santiago, endures severe physical hardships. He also suffers a painful loss. Despite the suffering and loss, the novel is affirmative and hopeful.

**c.** Although I love movies, going to see them drives me crazy. For one thing, getting there takes a lot of time. Another problem is that the theatre itself is seldom a pleasant place to be. Half of the seats seem to be falling apart.

2. **a.** In "Why Are Students Turned Off?", which sentence(s) is (are) used to attract the reader's interest?

**b.** The thesis is presented in

– the second sentence;

– the third sentence;

– the fourth sentence.

**c.** The thesis contains a plan of development.—Yes.—No.

**d.** Which words in the thesis announce the major supporting points in the essay?

**e.** Agree upon the topic sentence of each paragraph.

**f.** Which sentences contain the concluding thought of the essay?

## WRITING

**Play the role of a student observer in one of your classes. Then write an essay stating the atmosphere in that particular class and give detailed reasons why you think it is either interesting or boring. Read your essay in class. (See Steps for Writing an Essay).**

You might want to consider the following:

**The teacher:** tone, enthusiasm, teaching methods

and aids, sense of humour, understanding, cooperation, level of interest, ability to handle questions, etc.

**The students:** discipline, enthusiasm, participation, motivation, attitude, cooperation, support, etc.

Add other factors, if necessary (how many students did their homework, how much was learned, how the students were appreciated, what the teacher-student relationship was).

# LESSON 4

## Culture and Civilization Just Different

### READING

- 1 **Work in groups. Brainstorm stereotypes (generate similar ideas about something) that Moldovan students have about schools in the UK and the USA.**
- 2 **To get familiar with the educational systems abroad, read the opinions of two Moldovan students about schools in the United Kingdom and the USA. Tell what you like and dislike about the schools in the two countries? Support your opinion with arguments.**



My name is Corina, and I am a pupil at West Buckland School in Barnstaple, Devon.

Our school is a private one, and quite small compared to other schools in Great Britain. It has about 600 pupils. Some of them are day pupils, and some live in boarding houses.

The boarding houses are either for boys or for girls only. Some of the houses are very big (40-50 pupils) but some of them are rather small (16-20 pupils). Each boarding house has a house parent who takes care of the pupils and organizes different activities during weekends or even during the week.

West Buckland School was founded in 1898 and has a lot of traditions and rules. Everybody has to wear a school uniform (*see the picture above*) until 16:20, when school ends. Girls are not allowed to wear jewelry or colour their hair.

School starts at 9:15 but there is breakfast for boarders at 8:00. The lunch break is from 13:15 to 14:25, and then the school day continues. Boarders have to be back in their boarding houses between 18:20-20:20 when there is preparation time. During this time everybody has to stay in the room and study. The pupils are also allowed to watch TV or listen to music during this time. Boarders also have to be in their houses by 22:45.

All the subjects are distributed in five blocks and a pupil in the 6th form (that is years 12 and 13, the equivalent of years 11 and 12 in Moldova) is able to study four subjects, each one from a different block.

There are a lot of extra-curricular activities you can participate in. There is a great variety of sports, music lessons, a theatre club, and a debating society.

Within the school there are a lot of fields specially designed for rugby, cricket, hockey, netball, golf, and squash. There is also a big gym, and all the classrooms are provided with necessary equipment. Six-formers have their own six form center, where there is a TV, a stereo system, a pool table, and a snack bar.

There are a lot of meetings during the week. On Mondays there is a school meeting where the headmaster or headteacher is always present. On Tuesday there is a house assembly. (There are four "houses" and each pupil belongs to one of them.) A house is like a separate group and they always compete with each other in different events. On Thursday there is a six form meeting where all six formers are gathered, and a lot of interesting themes are discussed. Sometimes there is a boarders' meeting where the issues of boarders are discussed.

A new system of studying was introduced in the year 2000 – all the pupils from lower six (year 12) take exams at the end of the year.

During each lesson teachers provide pupils with brand new information from the Internet and from magazines. Pupils have to study more by themselves rather than the teachers providing all the necessary information. Lessons are very silent: pupils don't usually talk and they are respectful toward their teachers. During tests the students never copy, even if they don't know the answer or are uncertain about it. There are no "catalogues" and the marks are put on their test papers, just for the students to see their mistakes and do better next time.

Marks are given from A to E and sometimes in points (e.g. 16/22) or percentages (e.g. 67%).

In my school everybody is very friendly. The relationships with teachers are very close, and the teachers always try to help if needed.



West Buckland School in Barnstaple, Devon, UK



My name is Inga, and I have graduated from Nevada Union High School in Grass Valley, California.

American high school is often stereotyped in the minds of Moldovan teenagers. It is viewed as a time of continuous partying, easy classes, and straight "As". The reality is far from this picture. It is true that overall American classes are oriented toward

an average student, and if you go to school and do your homework, it's possible to be classified as a good student. Still, studying in an American school can be difficult and even tough.

There is a system called "honors" in most of the schools and only the best students who maintain their GPA (Grade Point Average) above a certain level can be enrolled in these special classes, which can be qualified as advanced. The level of students in these classes is above and average; so is the grading system. For example, if you get an "A" in an honor class, your grade for that class will be 5.00 points instead of 4.00 as in regular classes. The grading system is as follows: an "A" equals to 4.00, a "B" to 3.00, a "C" to 2.00 and a "D" to 1.00. An "F" is 0.00 and the class has to be retaken in order to graduate from high school. There is a minimum of credits required for graduation. Every subject taken for a period of one semester has a corresponding number of credits. For example a biology class equals to three credits. In high school almost all the classes have the same amount of credits because they are required for graduation.

Another difference between American and Moldovan schools is that you can choose what you want to study. It is not absolutely liberal, but still the student has something to say about what he/she wants to study. There is a guideline for what should be taken and some of the obligatory classes include English for four years, and Math for two, three or four years (depending on the school you are in and the college you want to go to). The other subjects are electives (or at least this is what they are called). Every student has to take two science classes (and there are four different science classes available, such as Physics, General Science, Chemistry and Astronomy). So, the student has the choice of any two of these in order to graduate.

At my school, we had classes from early in the morning (7:35 AM) to 2:30 PM. Everybody had seven periods;

the 4th was lunch. Every day we had the same classes; the schedule doesn't change for a whole semester. The students in every class are different, there is not such a notion as class 10 "a" or "b", or a "class teacher". Students are much more independent than in Moldova.

My school is a public school. It is a big one. It has almost 3000 students, all high school students. There were no meetings organized for students, only the Students' Government Body was getting together to discuss issues related to school life.

There is no uniform required for students: uniforms are usually obligatory for private schools only. There are certain restrictions on what types of clothes you can wear at school. There is also a uniform required for Physical Education classes.

Each of the schools in the United States has counselors. These are people who can give you advice concerning the school subjects, or about continuing studies at college or university.

There were a lot of extra-curricular activities organized for students at my school, all in all over 40 clubs of different kinds.

The relationships between students and teachers are much more informal than in Moldova. Students and teachers are very friendly. Teachers are viewed more as friends than "higher level" educators.

There are different ceremonies organized in American schools. Among them are "Prom" and "Graduation" ceremonies. For graduation, students wear special robes (*see the picture above*).

Prom is held three-four weeks before the school ends. It's a big formal dance where only seniors are invited. "Grad night" is another event held for the entire night, the day following the graduation. There is also a senior trip somewhere in the country.



Nevada Union High School in Grass Valley, California, USA

**3 Work in pairs. Discuss what is common and what is different between the educational systems in the United Kingdom, the United States, and Moldova. Fill in the following table:**

|                      | The UK | the USA | Moldova |
|----------------------|--------|---------|---------|
| Grading System       |        |         |         |
| School Day/Timetable |        |         |         |
| .....                |        |         |         |

# LESSON 5

## More English?

- 1 Looking at the title, guess what the text might be about.
- 2 Read the text and explain why you find the author's view an optimistic or pessimistic one. Prove your point of view.

### *"To do rather than to think or feel..."*

The tendency of culture is, and will probably continue to be, towards science and away from art and literature...

I imagine that a hundred years hence every fairly educated person will know a good deal of mathematics, a fair amount of biology, and a great deal about how to make machines. Education, except for the few, will become more and more what is called "dynamic", i.e. will teach people to do, rather than to think or feel. They will perform all sorts of tasks of extraordinary skill, but will be incapable of considering rationally whether the tasks are worth performing...

The daily press, presumably, will be killed by broadcasting. A certain number of weeklies may survive for the expression of minority opinions. But reading may come to be rare practice, its place being taken by listening to the gramophone, or to whatever better invention takes its place. Similarly, writing will be replaced, in ordinary life by the Dictaphone.

If wars are eliminated and production is organized scientifically, it is probable that four hours' work day will suffice to keep everybody in comfort. It will be an open question whether to work that amount and enjoy leisure, or to work more and enjoy luxuries; presumably some will choose one course, some the other. The hours of leisure will no doubt be spent by most people in dancing, watching football and going to the movies. Children will be no anxiety, since the State will care of them; illness will be very rare; old age will be postponed by rejuvenation till a short time before death. It will be a hedonist's\* paradise, in which almost everyone will find life so tedious as to be scarcely endurable.

*Bertrand Russell, Skeptical Essays (1935)*

\* A hedonist believes that gaining pleasure is the most important thing in life.

- 3 Say whether the following statements are right or wrong according to Russell's essay.
    - Bertrand Russell thinks literary education is doomed to disappear.
    - Practical and mechanical skills will become less important.
    - People will be much more apt to criticize and reason.
    - Fewer books and papers will be read.
    - Music and writing will both become things of the past.
    - Everyone will work fewer hours to spend more time looking after their families.
  - 4 Classify Bertrand Russell's predictions into three categories:
    - Those that have already come true.
    - Those that are likely to come true within the next few decades.
    - Those that have not yet come true and will probably never come true.
  - 5 Tell which of the author's predictions you would like to happen and which not. Explain your point of view.
  - 6 Give your opinion of the future of education, the media and our lifestyle.
- ers' role, parents' role, etc. Use visuals (diagrams, drawings, etc.) to be more convincing.
- b) When you finish, each group will take turns in presenting the project to the other group and giving arguments to support it. The other group will take the role of Parliament and will have to either approve or reject the project and support the decision taken.

**8 Match the following words and expressions with their synonyms.**

- |              |               |
|--------------|---------------|
| 1. skill     | a. enter      |
| 2. educate   | b. ability    |
| 3. enhance   | c. competent  |
| 4. faculty   | d. department |
| 5. qualified | e. deepen     |
| 6. enroll    | f. teach      |

**10 Give antonyms to the following words and expressions.**

- |                    |                       |
|--------------------|-----------------------|
| literate           | ignorant              |
| experience         | capable               |
| educated           | to do well at an exam |
| profound knowledge | final exams           |
| to enter school    | absent                |

**11 Write nouns corresponding to the following adjectives.**

- |               |              |             |
|---------------|--------------|-------------|
| creative      | educated     | competent   |
| knowledgeable | ignorant     | responsible |
| diligent      | intellectual | confident   |
| successful    | perseverant  | active      |

**12 Form nouns from the following verbs.**

- |          |            |             |
|----------|------------|-------------|
| explain  | admit      | participate |
| know     | train      | probe       |
| inform   | appreciate | suspend     |
| progress | cooperate  | achieve     |
| teach    | orient     | examine     |

**9 Match the following words to form compound words or word combinations. Spell them correctly. In some cases more than one variant is possible. Two examples have been done for you.**

- |                  |             |
|------------------|-------------|
| laboratory       | qualified   |
| personality      | development |
| media            | activity    |
| book             | drill       |
| fresh            | man         |
| highly           | work        |
| play             | slip        |
| work             | graduate    |
| competitive      | examination |
| language         | proficiency |
| tuition          | educated    |
| boarding         | house       |
| fire             | store       |
| computer         | lab         |
| extra-curricular | center      |
| teacher's        | lounge      |
| nurse's          | office      |
| permission       | ground      |
| under            | shop        |
| lunchroom        | monitor     |
| home             | assistant   |
| house            | parent      |
| highly           | fee         |
| back             | pack        |
| community        | college     |

**13 Characterize the nouns in bold type in the sentences given below according to the criteria of classification and formation you have learned from the schemes of lessons 1 and 2.**

- Do you need an **excuse**?
- Becky** knew nothing about the **appointment**.
- He took a long **breath** and said nothing.
- The agonizing **slowness** was harder to endure than no motion at all.
- It won't be very easy to make a **run** all through the stubblefield.
- Her mother's **death** was a great **loss** for her.
- With wordless **disapproval** he set down one after the other the seven small trunks. (E.G. Speare)
- When you speak about this matter I am always out of my **breath**.
- How long shall we tolerate his **irresponsibility** and childish **behaviour**?
- She can't have failed at the **exam**: she studied a lot.
- Roosevelt continued to favour **unemployment** programs based on work **relief** rather than welfare.
- May you have **success**!

**14 Unscramble the letters to make a word**

Example: The Headmaster of a school is also called \_\_\_\_\_ (riipcnalp=Principal) .

- The \_\_\_\_\_ (hcoca) was upset because his team had lost the game.
- Students went to the school \_\_\_\_\_ (rfcetaeia) during their lunch hour.
- We can watch films at our school \_\_\_\_\_ (etaterh).
- Students in the USA schools have \_\_\_\_\_ (klcesor) where they can keep the textbooks.
- The Physical Education classes are held at the \_\_\_\_\_ (umygnsmiya) .
- You use a \_\_\_\_\_ (ihgigterhlh) to underline important information in the text.

**15 Answer each question with a word or word combination.**

1. What does the student receive after successfully completing a school?
2. Who may pay for a student's education?
3. What is the grant awarded to a student by the university called?
4. What is the person who examines a student during the exam called?
5. What would you say if a student didn't pass an exam and has to repeat the course?
6. How can you describe an extraordinarily good student? (Give more adjectives.)
7. How would you describe a person who doesn't give up in front of difficulties and seeks to reach the goal?
8. How do you describe a person who manages to do a lot of things in a short period of time?
9. What kind of knowledge do you need before you study the advanced areas of a subject?
10. What are people who attend the same classes in school called?
11. What is the process of changing the educational system in a country called?
12. What is the institution that takes care of children during the day called?

**16 Work in small groups. Prepare and role-play real school life humorous situations in front of your classmates. Use vocabulary related to the topic school.**

**17 Analyze the information below. Find in the Culture and Civilization lesson some of the following words and compare their use in British and American English.**

**American English**

alumnus [ə'lʌmnəs], graduate  
 campus ['kæmpəs]  
 class, year, form (private schools), grade (US only)  
 elementary school, primary school  
 faculty (US only), staff (at university)  
 high school (US only), secondary school  
 class  
 student  
 dormitory ['dɔ:mətri] (dorm)  
 principal, headmaster/headmistress (private schools)  
 grade  
 public school  
 freshman  
 sophomore ['sɒfəmo:]  
 junior ['dʒu:niə]  
 senior ['si:niə]

**British English**

graduate ['grædʒuət]  
 campus, grounds (GB only)  
 class, year, form,  
 primary school  
 staff  
 secondary school  
 lesson (mostly GB), class  
 pupil (mostly GB), student  
 boarding [bɔ:diŋ] house  
 headmaster/headmistress, principal (college)  
 grade, mark (GB only)  
 public school  
 1st year student  
 2nd year student  
 3rd year student  
 4th year student

**18 Reflect on some basic principles of learning (see the Life Skills box) and comment on each of them.**



**Principles of Learning**

- Learning depends on motivation.
- Learning depends upon the capacity to learn.
- Learning depends upon past and current experiences.
- Learning depends upon the active involvement of the learner.
- Learning depends upon an atmosphere of respect.
- Learning depends upon critical, reflective thinking.
- Learning is observing.
- Learning is enhanced when learners achieve self-direction.



**19 Project work. Complete a list of countries in which English has official status and mark them on the world map.**

- a. Write down the names of the English-speaking countries you know, and mark these countries on the world map. Use your imagination to make it look nice.
- b. Compare your list with those of your colleagues to check for accuracy, and compile a common list for the whole class/group.
- c. Revise the *Phonetic Support* and *Reading Guide* at the end of the book to assist you in pronouncing the names of English-speaking countries. Use a dictionary to check your pronunciation.



*Our lives are shaped by  
those who love us.*

John Powell



Do you know...

how many hours a week a woman spends on housework?

how to behave when having misunderstandings with grown-ups?

which institution in the United Kingdom is the oldest?



# LESSON 1

## Family Ties

*The men and women who for good reasons and bad, revolt against family, are, for good reasons and bad, revolting against mankind.*

**Chesterton**

### DISCUSSION POINTS

**1 Work in groups to define the word *family*.**

- Read the *Learner Training* information and give your own definition of the word *family*.
- Compare the definitions given by different groups and as a class come up with a more complete and precise one.
- Search the dictionary for the definition of the word *family* and compare it with the definition given by you. How are they similar? How are they different?

**2 Agree or disagree with the following statements, give arguments to support your opinion.**

- Having a big family is much better than having a small one.
- Arguments in the family are helpful in solving problems.
- The husband should be the head of the family.
- Children should participate in making family decisions.
- Keeping in touch with your relatives is a matter of duty.
- People should not invite guests to their homes. Receiving guests takes a lot of time and is a lot of trouble.

**Learner training**

**Definition means:**

- the act of defining or making definite, distinct or clear
  - the formal statement of the meaning or significance of a word, phrase, etc.
  - the condition of being definite, distinct, or clearly outlined
- The definition of the word should be formulated clearly, and as precisely as possible.
  - When defining a word, consider all possible meanings of it.
  - Write the most frequently encountered meanings before less common meanings. Rare, archaic, or obsolete senses are usually listed last.

### READING

**1 Comment on each of the two pictures. Would you prefer any of them to have as an ideal version for your future family? Why, or why not?**

**2 Read the list of household chores below and do the exercises following them.**

Dusting furniture, cleaning windows, doing dishes, repairing household appliances, washing clothes/ doing laundry, beating/ vacuuming carpets, polishing shoes, mowing the lawn, weeding plants, cutting the hedge, feeding animals, cleaning after animals, looking after children, cooking food, painting/ whitewashing walls, watering plants, trimming trees, shoveling snow, cleaning the apartment/house, sweeping/ washing the floor, ironing clothes, walking the dog, gardening, hanging a picture on the wall, repairing the lock.

- Discuss which of these tasks are usually done by men, and which are done by women. How do these responsibilities change from family to family?
- Explain how much time you spend on housework, and what your responsibilities are.
- Provide examples to prove that many times men/ women can achieve proficiency in jobs traditionally performed by the opposite sex.



### 3 Scan the following texts and state their main ideas. How are they similar/different?

## Women's Changing Role

By Alison Landes, Carol D. Foster, Cornelia B. Cessna

In the 1940's and 1950's the archetypal household was one in which the father went to work every day and the mother stayed home to raise the children. Now most families with children in the USA have two working parents, or a working parent with no spouse.

Even though more women than ever are working outside the home, women still spend much more time on housework than men. An analysis of the National Survey of Families and Households found that women spend an average of 15 hours a week cooking and cleaning up afterwards compared to a man's four hours. Women spend close to 12 hours a week cleaning the house and washing clothes; men spend just over two hours.

The more a woman works, the more she earns, and the higher her level of education, the more equally she shares the housework with her spouse; however, the division of tasks still tends to be along gender lines.

Women like when men participate in household chores. A study of more than 1000 married couples found that the more a husband shared in the chores, the less the wife thought about divorce. Another study has found that married men with more education share significantly more in every chore than the married men with less education.



**archetype** ['ɑ:kitaɪp], *n.* — an original model after which other similar things are patterned

**spouse** [spaʊs], [spaʊz], *n.* — one's husband or wife

**gender**, *n.* — the condition of being male or female; classification of sex

**survey** ['sɜ:veɪ], *n.* — a detailed inspection or investigation

**chore** [tʃɔ:], *n.* — a daily or routine task

## Working Fathers

By Sally Hawksmore

**More British and American fathers are taking on a share of their children's care.**

"I don't want to be the sort of father that I had", says Arnold Redmond, father of two children. His view is typical of many fathers in America and Britain these days. A recent survey showed that 93% of men and women agreed that both parents should share the care of their children.

Some of the issues facing these men are similar to those that faced women thirty years ago, when they started to go out to work. First there is a guilt. Women tend to feel guilty about not being around for their children. Men seem to feel guilty that they are not providing enough. Both also have the uncomfortable feeling that they are breaking the tradition of men working, and women raising families.

Another issue is the attitude of employers. Even today, many men and women are expected to behave as if they have no other life than work. Few of the companies that say they give equal opportunities to women are happy when a man wants to be home for his family.

There can also be difficulties at home. While men have been reluctant to give up their role as main wage earner for the family, women have been reluctant to give up their roles as main care giver to the children.

But some of the issues these modern men have to face are different from those women faced. Thirty years ago women were fighting to take a step up. Today men are seen to be taken a step down if they choose to be at home.

This is because it is a step down to earn less than their partner. So far the "stay-at-home" dad is only seen in large numbers in the US and the UK. But many men are still not convinced. Even when they are walking their children to school, they still think they'll be better off as the managing director.



**face**, [feɪs], *v.* — to meet, encounter

**provide** [prə'vaɪd], *v.* — to supply means of existence: *provide for one's family*

**employer** [ɪm'plɔɪə], *n.* — one that employs others, hires for work

**opportunity** [ˌɒpə'tju:nəti], *n.* — a favourable time or occasion for a certain purpose

**wage**, [weɪdʒ], *n.* — payment for work done or services rendered

**reluctant** [rɪ'lʌktənt], *adj.* — unwilling; adverse.

### 4 Tell whether the following statements are true or false according to the texts. Correct those that are false.

- In the 1940s and 1950s the main responsibilities of the house fell upon women.
- Most women in the USA have a job now.
- Today men in the USA spend almost five times fewer hours on housework than women do.
- Women would rather do the household chores by themselves.

- The more educated a man is, the more conscious he is about the need to help his wife.
- Women would prefer to spend more time with their children.
- Most employers support men being home to raise children.

- 5 Underline the facts from the texts that are also relevant to Moldovan families and comment on them.
- 6 Explain what roles women and men should have in taking care of their homes and families. Use phrases from the following.

#### Expressing Opinions

- |                                      |                                              |
|--------------------------------------|----------------------------------------------|
| 1. My feeling is that ...            | 7. To my knowledge ...                       |
| 2. I would tend to think that ...    | 8. As far as I know ...                      |
| 3. There is no doubt that ...        | 9. I disagree/I don't agree/I agree with ... |
| 4. I believe ...                     | 10. I think he/she is right/wrong/biased ... |
| 5. I think this is true/not true ... | 11. What we have to realize is ...           |
| 6. I am convinced that ...           | 12. In my opinion ...                        |
|                                      | 13. From my point of view...                 |

## LISTENING

- 1 Listen to a text about domestic violence and entitle it.
- 2 Match the following words from the listening text with the corresponding definitions and state forms of husband-to-wife abuse.

|             |                                                      |
|-------------|------------------------------------------------------|
| 1. beat     | a. to come in contact with forcefully; strike        |
| 2. hit      | b. strike out with the foot                          |
| 3. grab     | c. to exert force against (an object) to move it     |
| 4. push     | d. to take or grasp suddenly; snatch                 |
| 5. kick     | e. to push forcefully or rudely                      |
| 6. threaten | f. to blow with the open hand or with something flat |
| 7. shove    | g. to strike repeatedly                              |
| 8. slap     | h. to indicate danger or other harm; endanger.       |

#### WORD HOUSE

**abuse** [ə'bjuz], v. — to maltreat; to attack with insults  
**instance** ['ɪnstəns], n. - a case or example  
**admit** [əd'mɪt], v. — to acknowledge; confess  
**claim** [kleɪm], v. — to state to be true  
**victimize** ['vɪktɪmaɪz], v. — to make a victim of

- 3 Listen again and comment on the sentence from the text: "Surveys depend on what the respondents choose to report and their accuracy cannot be verified".
- 4 Answer the following questions.
  - a. What do you think the reason for domestic violence is?
  - b. How do you think women feel when abused by their husbands?
  - c. In your opinion, how should women act in such situations?

## SPEAKING

- 1 Due to the very difficult economic situation many men, and very often women, leave Moldova to work abroad and earn money to provide for their families. Discuss in groups.
  - a. How does this change the roles and responsibilities of each of the parents and children?
  - b. What are the positive and negative effects of this on families?
  - c. How does it affect society in general?
  - d. What problems do people who want to leave the country and work abroad face?
- 2 Describe the ideal family. What should each member of the family do to maintain a healthy, positive relationship with the others.
- 3 Recollect a usual day with your family. What would you do or say differently to contribute to a positive atmosphere in the family and make its members feel good?
- 4 Work in pairs and complete the following tasks.
  - a. Remember a case when somebody in your family did something nice for you and share it with the partner.
  - b. Make up short dialogues on each of the situations to express appreciation to members of your family for what they have done for you.
  - c. Present the situations and dialogues in front of the class.
  - d. Tell why showing appreciation is important.

## WRITING

Write a list of nouns to express notions that should serve as a base for a happy family and come up with one or more sentences using each of them. Share your lists with the class. The first example is given for you.

e.g. **Support.** At difficult moments of our life, we all need support and our parents, children, brothers and sisters are the people who offer it to us first. Offering support to people I love makes them feel good and makes me feel good, as I know I can be useful to others. Support from others helps each of us overcome difficulties.



## Grammar Revision

### The Number of Nouns

#### Countable nouns can be singular or plural.

**Singular** countable nouns can be used with the indefinite articles **a/an**.

e.g. an objective – objectives    an owl – owls  
a plan – plans    a class – classes

#### Plural countable nouns can be regular or irregular.

To form the plural of most regular nouns we add **-s**.

#### The irregular plurals fall into several categories.

- Nouns with regular spelling but irregular pronunciation. The ending **-s** is read [z].  
e.g. oaths, truths, youths, mouths
- Nouns with irregular pronunciation and spelling.  
e.g. loaf – loaves, shelf – shelves,  
thief – thieves, wife – wives

*Note: The following nouns have regular and irregular plural pronunciation and spelling: scarf/ scarfs or scarves, dwarf/ dwarfs or dwarves, hoof/ hoofs or hooves; wharf/ wharfs or wharves.*

- Nouns ending in **-o**.

Many of these nouns in the plural are spelt with **-es**.

e.g. hero – heroes, tomato – tomatoes,  
potato – potatoes, echo – echoes

#### Exceptions:

|                      |                  |
|----------------------|------------------|
| piano – pianos       | photo – photos   |
| radio – radios       | studio – studios |
| Filipino – Filipinos | solo – solos     |
| soprano – sopranos   |                  |

- Nouns with irregular spelling.  
e.g. foot-feet, man-men, child-children
- Nouns with the same singular and plural forms.  
e.g. deer, sheep, trout, Chinese

### APPLYING THE KEY SKILLS

#### 1 Read the following plurals and comment on their spelling and pronunciation.

- books, discs, stamps, myths, adults, types
- items, kids, bells, boys, keys, stores
- glasses, sentences, noises, eyelashes,  
branches, packages, lodges, apologies

#### 2 Which of the five categories (a, b, c, d, e) do the following irregular noun plurals fall into?

mouse, kangaroo, woman, mosquito, fish, handkerchief, zoo, elf, bath, self, path, hoof, Eskimo, Vietnamese, volcano, oath

#### 3 Write the plural of the following nouns. Check their pronunciation.

|         |          |            |
|---------|----------|------------|
| knife   | roe      | Englishman |
| grotto  | half     | dash       |
| embargo | tariff   | epoch      |
| belief  | wolf     | cameo      |
| gulf    | ox       | judge      |
| echo    | wreath   | ego        |
| sheriff | employee | staff      |
| luxury  | phrase   | grown-up   |
| youth   | turf     | tuxedo     |

### Uncountable Nouns and Their Countable Equivalents

**Some uncountable nouns cannot be used as countables. Quite a different word must be used.**

|                     |                        |
|---------------------|------------------------|
| e.g. bread – a loaf | poetry – a poem        |
| work – a job        | money – a coin; a note |

**We can refer to a single item, to a part of a whole or a collection of items by means of partitives.**

*They can be singular    They can also be plural.*

|                             |                          |
|-----------------------------|--------------------------|
| e.g. a piece of information | e.g. two pieces of cloth |
| a box of matches            | six packages of flour    |
| a loaf of bread             | two loaves of bread      |

**We can use a piece and a bit with a large number of countables (concrete or abstract).**

e.g. singular: a piece of/ a bit of chalk, meat, plastic  
plural: pieces of/ bits of chalk, meat, plastic

Some other specific partitives are:

a bar of chocolate, a lump of sugar, a slice of bread, a tube of toothpaste, etc.

### APPLYING THE KEY SKILLS

#### 1 Add nouns to form partitives denoting specific pieces of uncountable nouns.

a piece of ..., a sheet of ..., a cube of ..., a cup of ..., a jar of ..., a kilo of ..., a game of ..., a glass of ..., a pot of ..., a jug of ..., a package of ..., a lump of ...

#### 2 Fill in the gaps with a partitive to form a meaningful word combination.

- A ... of salt will be enough for the soup.
- There isn't a ... of milk left in the jug.
- Who knows what a ... of man he is.
- Is he a member of the ... of directors?
- I need six ... of wool to knit a pullover for him.
- The ... of ants was flying to a new colony.
- Has anyone seen my ... of keys?
- This year the ... of potatoes was excellent.
- We bought her a ... of cutlery as a present.

# LESSON 2

## Age and Youth

*AGE and YOUTH have always struggled between themselves based on values and morals shared. But no matter what happens, one thing is undebatable – both of them ARE WONDERFUL!*

### DISCUSSION POINTS

- 1 Name the reasons for the most common misunderstandings between you and grown-ups.**
  - a. List things that your parents, teachers or other grown-ups don't like about you.
  - b. List things that you don't like about the grown-ups.
- 2 Work in groups. Prepare and perform a skit to reflect on the generation gap problem.**
  - a. Roleplay a situation that would show a misunderstanding between adolescents and grown-ups.
  - b. Discuss the situations presented. Explain how each situation could be solved or avoided.
- 3 Brainstorm a list of qualities that you think could help you get along better with people around you, in order to gain their respect.**



### READING

- 1 Analyze the picture and make up a short story based on it.**
- 2 Read the text below. Explain why it is entitled "Lost Respect".**

## Lost Respect

by Amy DePrisco

1 Respect is a word often used concerning attitudes toward adults. I have been raised always to be polite and considerate of my elders. I believe strongly in this idea and would never display any type of disrespect anyway. But frequently I wonder why it is that I as typical teenager, or, as some say, a young adult, have rarely been shown that same respect from those same adults.

2 A good example occurred recently when a few friends and I went to the mall. One of my friends purchased a compact disc at each of two record stores. As he was leaving the second store, the alarm went off, and two employees rushed at him. One, a woman, grabbed his packages, and the disc that he had bought at the first store fell to the floor and cracked. She threw it back into the bag.

3 Meanwhile, the other employee found that the cashier had never cleared the alarm device on the second disc. That's why the alarm had

sounded.

4 There was no apology. The woman clerk kicked out my friend and me, and when my friend returned to tell her that she has broken his disc from the first store, she denied it and threatened to call security.

5 Now – do you think that if we had been 20 years older, we would have been subjected to the same disrespect and hostility? I seriously doubt it. We were stereotyped under the label "teenagers". And how do you think most adults react to the word? With thoughts of rude and disrespectful kids? I think that is exactly how they define us.

6 The whole incident was totally the store's fault, yet my friend was the one who was accused and threatened. He was an innocent customer who was purchasing that store's items – keeping the store in business, paying employees' salaries – and he was treated like a thief.

What those employees forget is that teenagers are major consumers when it comes to businesses like record stores. According to The New York Times, young people between the ages of 11 and 17 spend an average of \$63 a month on items like records, cassettes, compact discs, clothing, jewelry, an other “luxuries” that many adults find trivial.

I cannot tell you how many times I have been in a grocery store or a clothing store or a drugstore and thanked the cashier and in return have received

a dirty look or a nasty comment about being a smart-mouthed kid. Sometimes the clerks mumble something that sounds like “You’re welcome,” although not really. But the middle-aged woman in front of me is asked how she is and is told to have a nice day.

At Christmas in the post office, the clerk offered the elderly man in front of me a choice of stamps with Christmas trees or with the Three Wise Men. When it was my turn, he threw me a sheet of Wise Men and grunted at my thanks.

One night, while I and a very sober group of friends were leaving a local convenience store, a police officer walked up and sneeringly told us not to get smashed. Ha, ha! Big joke!

When I work as a cashier in my father’s store in the summer, customers watch me constantly, waiting for me to count their change incorrectly.

I find these situations so deeply insulting because I was raised in a good home and am a responsible person. I was brought up with strong morals and values, and when adults assume differently, I feel degraded.

I try to give adults the benefit of the doubt. For all I know, I could be, thanking murderers at the supermarkets and holding doors open for child abusers. But I am as polite to them as I would be to my own parents. I think that we should be treated with the same respect that we offer. And though not all of us offer respect to our elders, the ones who do deserve a lot more than they get.

## WORD HOUSE

**mall** [mæl], [mɔ:l], *n.* — a large complex containing stores and restaurants in a few buildings situated near each other or in a single large building; an urban street lined with shops and closed off to motor vehicles

**purchase** [ˈpɜ:tʃəs], *v.* — to obtain in exchange for money, buy

**employee** [ɪmˈplɔɪi:], *n.* — a person who has been hired to work for another

**apology** [əˈpɒlədʒi], *n.* — a statement expressing regret for an offense or fault

**clerk** [klɜ:k], US [klɜ:rk], *n.* — a salesperson in a store

**deny** [diˈnaɪ], *v.* — to declare untrue, contradict

**subject** [səbˈdʒekt], *v.* — to expose, to cause to experience or undergo

**label** [ˈleɪbl], *n.* — a small piece of paper or cloth, attached to an article to identify it, or its owner

**grunt** [grʌnt], *v.* — to utter with a low guttural sound

**sneeringly** [ˈsniəriŋli], *adv.* — with a slight raising of one corner of the upper lip, expressive of open disrespect

**3 Find in the text one synonym to each group of words given below. Paragraphs are indicated for you.**

- thoughtful, polite, courteous, attentive, gallant, solicitous (1)
- express, convey, communicate, manifest, show off, exhibit (1)
- break, collapse, split, drop (2)
- apparatus, appliance (3)
- aggression, aggressiveness, belligerence, antagonism, antipathy (5)
- little, unimportant, insignificant, inconsequential, small, negligible (7)
- whisper, mutter, murmur (8)
- abstinent, objective, realistic, down-to-earth, pragmatic, serious, temperate (10)

**4 The author uses the phrase “to feel degraded” (12). Give other phrases meaning the same.**

**5 Answer the questions:**

- What is your opinion about the behaviour of the woman clerk in the shop?
- What other examples in which grown-ups show disrespect toward teenagers does the author show?
- How does the author react to these situations?

**6 Comment on the sentence “I try to give adults the benefit of the doubt.” (13)**

**7 Comment on the first and last paragraphs of the text. How do they explain the main idea?**

**8 Have you encountered situations when you have been treated with disrespect? How did you react to them?**

**9 Often adults show disrespect toward teenagers. Why do you think this happens? How does it affect the teenagers?**

## READING AND SPEAKING

- 1 The following are extracts from students' essays on the topic "Parents and Children – Two Generations". Explain whether you agree or disagree with the ideas expressed. Support your point of view.

I think that parents should be a little more indifferent toward their children. I mean that they ought to let their kids try to solve their problems by themselves. If the children are taken too much care of, and parents decide and solve everything for them, they won't be able to live alone, and they will always depend on their parents.

*Florin, 17 years old*

Nowadays children whose parents are drunkards or robbers don't have anything to learn from them except bad things. That's why drugs, smoking, drinking and theft are social problems that people try to fight with.

*Vlad, 16 years old*

Some people think that parents have to yell and shout at their children in order to educate them, others think that all the problems between parents and children have to be solved only by discussing and understanding them. I agree with both ideas, but each approach has to be used at the appropriate time, depending on the age of the child. For example, the first situation can be used when the child is little. I don't mean that the parent has to shout at and beat his child. He just has to be severe with him/her, because the kid is still a little boy or girl and doesn't really know life, and this causes trouble many times. When children grow up, they begin to understand many things that they didn't know before, and there is no need for conflicts. At this point everything can be solved by just discussing things.

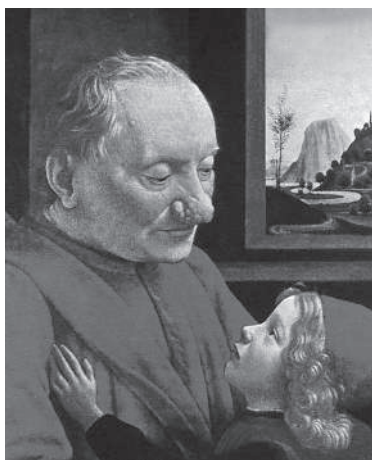
*Cristina, 16 years old*

Sometimes even a little misunderstanding can become in the future a big argument between parents and children. The parents should always be patient when they are talking to their children, give them another chance to correct the mistake. It is also important for the parents to discuss the matter with their children.

Parents love us and don't want anything bad for us. Often we don't understand this, but when we become parents too, we will see that the parents' good will is very important. We have to respect our parents and listen to their advice because they are wiser and have more life experience. And we want to let you know, dear parents, that we love you as much as you love us.

*Ana, 17 years old*

- 2 Explain the following picture. What is the painter's message?



Domenico Ghirlandaio (1449-1494),  
*Grandfather and Grandson*

- 3 Read the poem. Tell what Age and Youth are compared to and write down the adjectives that describe youth and age.

Age is \_\_\_\_\_

Youth is \_\_\_\_\_

### *Age and Youth*

*W. Shakespeare*

Crabbed Age and Youth  
Cannot live together:  
Youth is full of pleasance,  
Age is full of care;  
Youth like summer morn,  
Age like winter weather;  
Youth like summer brave,  
Age like winter bare.

Youth is full of sport,  
Age's breath is short;  
Youth is nimble, Age is lame;  
Youth is hot and bold,  
Age is weak and cold;  
Youth is wild and Age is tame.  
Youth, I do adore thee!

## WRITING AND SPEAKING

- 1 Write arguments for and against the resolution "Adolescence is the best period of our life".
- 2 Split into two groups and debate the topic in class.



## Grammar Revision

### Collective Nouns and Their Plurals

**a Some collective nouns can be used with singular or plural verbs.**

They are singular when we think of them as a whole group. In this case they may be replaced by *which, that* or *it*.

**e.g.** The committee has not yet decided the agenda for the next session. It is still debating on this problem.

They are plural when we think of them in a more personal way, as the individuals that make up the group.

**e.g.** The company, who are said to be real professionals, have already begun their activity. Their products are supposed to become well-known all over the world.

**b Some collective nouns have irregular plural forms but can be followed by either a singular or a plural verb.**

**e.g.** the minority, the public, the majority  
Allow the youth to do what it considers/ they consider necessary.

**c Some collective nouns do not have plural forms but they are followed by plural verbs.**

**e.g.** people, cattle, the police  
The police have arrived at the crime scene.

**d Some collective nouns though plural in form must always be followed by a verb in the singular.**

**e.g.** news: What is the news?  
games: billiards, bowls, darts, dominoes  
Dominoes is not as popular as darts.  
Names of cities: Brussels, Naples, Athens  
Naples has a population of 23.17 mln. people.  
We came to a crossroads.

**e Some collective nouns ending in -ics take a singular verb.**

**e.g.** gymnastics, physics, Mathematics  
*Note:* economics, ethics, phonetics, statistics and acoustics take a singular or plural verb.

**f Some collective nouns have a plural form and are followed by a plural verb.**

**e.g.** glasses, trousers, clothes, earnings, goods, means, quarters, riches, stairs, thanks, belongings, etc.

**g Some collective nouns have different meanings in the singular and plural.**

**e.g.** custom/customs; scale/scales; minute/minutes; look/looks; ash/ashes; bone/bones; list/lists; quarter/quarters; etc.

**1 Choose the best variant**

1. Darts ... not so popular as dominoes.  
a is                      b. are
2. Economics ... very interesting.  
a. was                      b. were
3. The government ... not yet been appointed.  
a. has                      b. have
4. Only a few people ... present at the meeting.  
a. was                      b. were
5. Bad news ... fast.  
a. travel                      b. travels
6. The police ... not far from where we stopped.  
a. was                      b. were
7. The council ... decided to meet at 9 o'clock.  
a. have                      b. has
8. Athens ... the place I would like to visit.  
a. is                      b. are
9. Gymnastics ... strength and coordination.  
a. develop                      b. develops

10. Whom ... the quarters in our neighbourhood belong to?

- a. does                      b. do

11. The cattle ... grazing in the meadow.

- a. was                      b. were

**2 Translate the sentences. Pay attention to how you translate the collective nouns.**

1. The staff have already left home.
2. Has the commission published the findings already?
3. It won't take us long to get through customs.
4. The house was burned to ashes.
5. Would you like to take the minutes of the meeting?
6. Measles is an infectious disease marked by an eruption of distinct red circular spots.
7. Statistics is not taught in schools.
8. Where did the thanks come from?
9. The acoustics of this concert hall is excellent.
10. She's beginning to lose her looks.

# LESSON 3

## Literary Focus Valuing Friendship

*Friendship cannot stand always on one side.*

Proverb

### DISCUSSION POINTS

- 1 Look through Shakespeare's poem on the right. Fill in the gaps with the words from the box below the poem.
- 2 Work in groups. Discuss what you think makes a good friend. Do you agree or disagree with the writer? Explain why.
- 3 Work in the same groups. Discuss the following and share your answers with the other groups.
  - a. What is your idea of a devoted friend?
  - b. If you expect your friend to be devoted to you what will you do in return?
- 4 Meditate on the quotation of the lesson. Find out about other people's ideas and opinions.

He that is thy friend indeed,  
He will help thee in the ... :  
If thou sorrow, he will weep;  
If ... wake, he cannot ... ;  
Thus of every ... in heart  
He with ... does bear a ... .  
These are certain signs to ...  
... friends from ... foe.

*William Shakespeare*

part, flattering, know, grief, need,  
thou, sleep, faithful, thee.

### READING

- 1 Scan the first part of the text and state who you believe was a true friend, Hans or the Miller.
- 2 Read the text. Look for evidence that could support your initial opinion.

## The Devoted Friend

*Oscar Wilde*

### Part I

Once upon a time there was an honest little fellow named Hans. He lived in a tiny cottage all by himself, and every day he worked in his garden. In all the country-side there was no garden so lovely as his.

Little Hans had a great many friends, but the most devoted friend of all was big Hugh the Miller. Indeed, so devoted was the rich Miller to little Hans, that he would never go by his garden without leaning over the wall and plucking a large nosegay, or a handful of sweet herbs, 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.

Sometimes, indeed, the neighbours thought it strange that the rich Miller never gave little Hans anything in return, 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.

So 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 bring to the market, he suffered a good deal from cold and hunger.

"There is no good in my going to see little Hans as long as the snow lasts," the Miller used to say to his wife, "for when people are in trouble they should be left alone, and not be bothered by visitors. That at least is my idea about friendship, and I am sure I am right. So I shall wait till the spring comes, and then I shall pay him a visit, and he will be able to give me a large basket of

### WORD HOUSE

**tiny** ['taɪni], *adj.* — very small

**pluck**, *v.* — pick (flowers, fruit)

**nosegay** ['nəʊzgeɪ], *n.* — bunch of cut flowers (esp. sweet-scented)

**cask** ['kɑːsk], *n.* — barrel for liquids

**sail**, *n.* — set of boards attached to the arm of a windmill to catch the wind

**wheel-spoke**, *n.* — any of one of the bars or wire rods connecting the hub (centre) of a wheel with the rim (outer edge)

**porch** [pɔːtʃ], *n.* — built-out roofed door-way or entrance to a building

**trudge** ['trʌdʒ], *v.* — to walk wearily or heavily

**sluggish** ['slʌɡɪʃ], *adj.* — inactive, slow-moving



primroses and that will make him so happy.”

“You are certainly very thoughtful about others,” answered the Wife.

“But could we not ask little Hans up here?” said the Miller’s youngest son. “If poor Hans is in trouble I will give him half 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. Why, if little Hans came up here, and saw our warm fire, and our good supper, and our great cask of red wine, he might get envious, and envy is a most terrible thing, and would spoil anybody’s nature. I certainly will not allow Hans’ nature to be spoiled. I am his best friend, and I will always watch over him, and see that he is not led into any temptations.”

“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 primroses began to open their pale yellow stars, the Miller said to his wife that he would go down and see little Hans.

“Why, what a good heart you have!” cried his Wife; “you are always thinking of others. And mind you take the big basket with you for the flowers.”

So the Miller tied the sails of the windmill together with a strong iron chain, and went down the hill with the basket on his arm.

“Good morning, little Hans,” said the Miller.

“Good morning,” said Hans, leaning on his spade, and smiling from ear to ear.

“And how have you been all the winter?” said the Miller.

“Well, really,” cried Hans, “it is very good of you to ask, very good indeed. I am afraid I had rather a hard time of it, but now the spring has come, and I am quite happy, and all my flowers are doing well.”

“We often talked of you during the winter, Hans,” said the Miller, “and wondered how you were getting on.”

“That was kind of you,” said Hans; “I was half

afraid you had forgotten me.”

“Hans, I am surprised at you,” said the Miller; “friendship never forgets. That is the wonderful thing about it, but I am afraid you don’t understand the poetry of life. How lovely your primroses are looking, by-the-bye”!

“They are certainly very lovely,” said Hans, “and it is a most lucky thing for me that I have so many. I am going to bring them into the market and sell them to the Burgomaster’s daughter, and buy back my wheelbarrow with the money.”

“Buy back your wheelbarrow? What a very stupid thing to do! I will give you my wheelbarrow. It is not in very good repair; indeed, one side is gone, and there is something wrong with the wheel-spokes; but in spite of that I will give it to you. I know it is very generous of me, and a great 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. Yes, you may set your mind at ease, I will give you my wheelbarrow.”

“Well, really, that is generous of you,” said little Hans, and his funny round face glowed all over with pleasure.

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

I don’t think that it is much to ask you for a few flowers. I may be wrong, but I should have thought that friendship, true friendship, was 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 plucked all his pretty primroses, and filled the Miller’s basket.

The next day he heard the Miller’s voice calling to him from the road.

### ***Phrases and Idioms***

**to feel proud of** — to feel pride or dignity

**to trouble one’s head about something** — to worry about something

**to suffer a good deal (from something)** — to feel or have pain, loss etc. from

**there is no good in (doing something)** — it’s no use doing something

**to be in trouble** — to have problems; to have difficulties

**to pay someone a visit** — to visit someone

**to smile from ear to ear** — to give a wide smile

**to set one’s mind at ease** — to become less troublesome; to think less about something

**to take pains to do something** — to make a great effort, work hard, to do something

"Dear little Hans," said the Miller, "would you mind carrying this sack of flour for me to market? I think that, considering that I am going to give you my wheelbarrow, it is rather unfriendly of you to refuse."

"Oh, don't say that," cried little Hans, "I wouldn't be unfriendly for the whole world"; and he ran in for his cap, and trudged off with the big sack on his shoulders.

"It has certainly been a hard day," said little Hans to himself as he was going to bed, "but I am glad I did not refuse the Miller, for 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.

"Upon my word," said the Miller, "you are very lazy. I think you might work harder. Idleness is a great sin, and I certainly don't like any of my friends to be idle or sluggish. 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.

He worked there all day long, till sunset, and at sunset the Miller came to see how he was getting on.

"Ah!" said the Miller, "there is no work so delightful as the work one does for others."

"It is certainly a great privilege to hear you talk," answered little Hans, sitting down, and wiping his forehead, "a very great privilege. But I am afraid I shall never have such beautiful ideas as you have."

"Oh! they will come to you," said the Miller, "but you must take more pains. At present you have only the practice of friendship; some day you will have the theory also."

"Do you really think I shall?" asked little Hans.

"I have no doubt of it," answered the Miller, "but now that you have mended the roof, you had better go home and rest, for I want you to drive my sheep to the mountain tomorrow..."

**3 Find the words listed below in the text. Based on the context clues, define each word. Then check your definitions in a dictionary.**

- |                   |                  |
|-------------------|------------------|
| a. honest         | f. to learn      |
| b. pleasure       | g. generosity    |
| c. market         | h. to be anxious |
| d. to be bothered | i. sin           |
| e. envious        | j. privilege     |

**4 Match each word on the left which comes from the text with a synonym on the right.**

- |               |                |
|---------------|----------------|
| 1. trouble    | a. queer       |
| 2. dreadful   | b. to occur    |
| 3. tiny       | c. enchanting  |
| 4. generosity | d. lucky       |
| 5. to happen  | e. appalling   |
| 6. lovely     | f. wee         |
| 7. trench     | g. ditch       |
| 8. to gleam   | h. misfortune  |
| 9. strange    | i. benevolence |
| 10. blessed   | j. to glow     |

**5 Fill in the sentences with words opposite to the words below:**

dangerous, to accept, mean, friendship, thoughtful, privilege, admiration, to be offended

- How can you be so ... for your future career!
- Never in my life have I been treated with so much ... and neglect.
- She was so insistent that we couldn't ... her invitation to accompany her.
- His lack of communication puts him at a ... when he meets new people.
- It was ... of you to share your dinner with me and lodge me for the night.
- We have never been on ... either with our neighbours or acquaintances.
- I ... greatly ... by your promise to give us a hand whenever we need it.
- They assured us that it was quite ... to cross the river in a boat.

## LISTENING

**1 Before listening to the second part, match a verb from column A with a noun from column B to form meaningful phrases.**

- |           |              |           |                   |
|-----------|--------------|-----------|-------------------|
| <b>A.</b> | 1. to run    | <b>B.</b> | a. distressed     |
|           | 2. to be     |           | b. at the door    |
|           | 3. to lose   |           | c. (on) errands   |
|           | 4. to arrive |           | d. in torrents    |
|           | 5. to knock  |           | e. one's way      |
|           | 6. to send   |           | f. in(to) trouble |
|           | 7. to fall   |           | g. at the house   |

**2 Listen to the second part of the text. Make notes of facts which prove whether the Miller was or wasn't a good friend.**

**3 Predict what the ending of the story might be. Write it down. Discuss it with a partner.**

**4 Listen to the third part of the text. How does the ending of the story compare with the predictions in 3? What made you choose that ending?**

**1 Work with a partner. Discuss the following.**

a. Quote the Miller's words to show how greedy he was. Which of his actions prove his greediness? Give concrete examples.

b. Do you agree or disagree with the statement: "Real friends must have everything in common"? Explain why.

c. Find in the text other quotations about friendship. Which ones do you agree with? Exchange opinions with the other pairs.

**2 Work in three groups. Consider the following situations. Share your opinions with the other groups.**

a. The Miller took advantage of Hans's kindness. What kind of people do characters like Miller usually take advantage of? Why? Give specific examples. What would you have done if you had been Hans?

b. Do you really think it takes one pains and time to become smart and wise enough in order to generate "beautiful" ideas? Why do some people who are wise enough sometimes act foolishly? Work out some pieces of advice for those who

sometimes lose their heads or hearts and allow people like Miller to decide their fate?

c. Everyone lives his life according to some principles which in some cases resemble a proverb. What mottoes do you think guided the two characters in their lives? Be as specific as possible.

What principles do you live by? How do they help you to assert yourselves? Use specific reasons and examples to explain why you think they are important?

**3 Work as a class. Exchange opinions on the following:**

a. Why do you think the author ended the story this way? Why doesn't he tell the reader what became of the Miller's family?

b. There's no moral to the story given by the author. Why? Think of your own and try to explain why you have chosen it.

c. Which of the two characters do you sympathize with? Why?

d. Is the theme one characteristic of our society? Why do you think so? Use specific examples to support your point of view.

**LITERARY FOCUS**

The setting of a story is **where** and **when** the action takes place. Some stories have only minimal description of setting, in other literary works the setting is described in detail.

Characters are the people who take part in the action. The **main character** is the person the story is mostly about. The other characters, called **minor characters**, interact with the main characters and help move the story along.

Often **main characters** undergo changes as the plot unfolds. Such characters are called **dynamic characters**. Other characters remain the same. They are called **static characters**.

Characters whose many personality traits are revealed by the author, are sometimes referred to as **round characters**. Characters who are described more simply, are referred to as **flat characters**.

*Apply Your Knowledge*

1. Which of the following best describes the setting of the story *The Devoted Friend*?

- a. a market
- b. a country-side
- c. a garden
- d. other than the above mentioned

2.1. The main character of the story *The Devoted Friend* is:

- a. Hans
- b. The Miller
- c. the doctor
- d. both Hans and the Miller

2.2. Who are the minor characters of the story and how do they help develop the story?

3. Which of the characters in the story may be called **dynamic** and which ones are **static**? Why?

4. Classify the characters from the story into round and flat. What details give you clues to understand the very different characters of Hans, the Miller, the Miller's wife, the Miller's son, the doctor?

**In about 150-200 words write your own ending of the story. Feel free to either exclude or add some new facts or actions to produce something valuable. Share it with the class.**

# LESSON 4

## *Culture and Civilization* *The Oldest Institution in the UK*

### READING

- 1 Explain what you know about the monarchy and Royal Family in the United Kingdom.
- 2 Split into two groups. Read the text *Royalty in the UK* and prepare five questions based on it for the other group to answer. Take turns in asking questions.

### *Royalty in the UK*

The United Kingdom is a constitutional monarchy. This means that it has a monarch (a king or a queen) as its Head of State.

The monarchy is the oldest institution in the United Kingdom going back to the 9th century.

The rules of descent provide that the sons of the Sovereign are in order of succession to the throne according to the seniority, or, if there are no sons, the daughters in order of seniority.\*

There is no interregnum between the death of one Sovereign and the accession of another. The automatic succession is often summoned up in the phrase "The King is dead; long live the King!" Immediately after the death of a monarch an Accession Council issues the proclamation for the new Sovereign.

The Coronation of the Sovereign follows some months after the accession.

### **Her Majesty Queen Elizabeth II**

The present United Kingdom's monarch is Elizabeth II, born on April 21, 1926.\* The Queen's full title is "Elizabeth the Second, by the Grace of God of the United Kingdom of Great Britain and Northern Ireland and of Her other Realms and Territories. Queen, Head of the Commonwealth, Defender of the Faith, etc, etc, etc."

The Queen is the personal symbol of the State and of national unity. The Queen's birthday is today officially celebrated early in June by Trooping the Colour, when the Queen personally reviews the troops drawn up on the

Horse Guards Parade. The Queen's Birthday is also celebrated as Commonwealth Day.

The Queen is very rich, as are other members of the royal family. The Queen's image appears on stamps, notes and coins.

In old times the monarch personally exercised supreme executive, legislative and judicial power. Today everything is done in the Queen's name. It is her government, her armed forces, her law courts and so on. She appoints all the Ministers, including the Prime Minister. Everything is done, however, on the advice of the elected Government, and the monarch takes no part in the decision-making process. That's why it is said that nowadays the Queen reigns but does not rule.

There are still many important public functions that the Queen performs.

The Queen summons, prorogues and dissolves Parliament. Normally she opens the new session with a speech from the throne, which outlines her Government's programme. Before a bill, which has passed all its stages in both Houses of Parliament, becomes legal it must receive the Royal Assent. The Queen appoints or dismisses Government ministers, judges, and members of diplomatic corps. As temporal head of the established Church of England, she makes appointments to the leading positions in the Church.

In addition to being head of all armed services, the Queen is Colonel-in-Chief of several regiments and corps in the United Kingdom and other Commonwealth countries. The Queen has the power to conclude treaties, to declare war and to make peace, to recognize foreign states and governments, and to annex and cede territory.

One of the most important duties the Sovereign performs is to act as a host to the heads of States of Commonwealth and other countries when they visit the United Kingdom. The Queen confers honours, she presents annually some 2,200 orders, decorations and medals. The Queen pardons those convicted of crimes under English law.



*Buckingham Palace. Royal Residence*

Hundreds of royal visits to various parts of the country for public functions keep the royal family in close touch with new development. These are usually centred on an event of local importance, or some national event, or sport event. There are also royal concert performances in aid of charity and visits to schools, universities, hospitals and factories.

It is customary at Christmas for the Queen to speak on radio and television to all people of the Commonwealth as their head. The Queen lives in Buckingham Palace.

### Diana, Princess of Wales (1961-1997)



Britain's royal family has always embraced philanthropy. The Queen, as well as Prince Charles, are patrons of hundreds of charities. Princess Diana, though, transformed a family obligation into a phenomenally successful personal calling. Mr. Stephen Lee, director of Britain's Institute of Charity Fundraising Managers stated that "Her overall effect on charity is probably more significant than any other person's in the 20<sup>th</sup> century."

The sale of Diana's dresses only (the most profitable charity action in the history of Christies) raised \$3.25 million for cancer and AIDS charities.

If you talk to most of the people who benefited from Diana's charity, they will not mention money but her personal gestures. People remember the way she shook hands with a patient at the opening of Britain's first AIDS ward in 1987 and helped dispel the myth of contagion through casual contact. Travelling to Angola and Bosnia to campaign against land mines, she helped pave the way for the anti-land mine treaty signed by more than 120 nations in Ottawa.

But probably the most powerful thing about Diana was the trust she could set with people. She was very simple in her relationship with everybody. "Diana had this gift to be able to meet people and sit and listen", said Roger Singleton, chief Executive of Bernardo's, a British charity for disabled and disadvantaged children. Diana herself told France's Le Monde newspaper "I pay attention to people, and I remember them."

She is gone, but she will always remain in the memory of those whom she helped and in the memory of mankind. At Diana's funeral the singer Elton John sang new words to an old song: *Good bye, England's Rose*, the song is entitled *Candle in the Wind*.

Even after her death Diana's goodwill and tireless efforts keep working. The Diana, Princess of Wales Memorial Fund has been established. In the first three days one business gave three million pounds and a child

20 pence. Millions of pounds went to the fund from the selling of Elton John's CD of *Candle in the Wind*. Charity concerts and other events are organized.

## INFO BOX

### Commonwealth

Once the British Empire included a large number of countries all over the world ruled by Britain. The process of decolonization began in 1947. Many countries gained their independence. Now there is no longer an empire. But the British ruling classes tried not to lose influence over the former colonies of the British Empire. An association of former members of the British Empire and Britain was founded in 1949. It is called the Commonwealth. It includes many countries such as Ireland, Sudan, Canada, Australia, New Zealand and others. The Queen of Great Britain is also the Head of the Commonwealth.

## CANDLE IN THE WIND

*In memory of Diana Spencer*  
By Elton John

Goodbye England's rose.  
May you ever grow in our heart.  
You were the grace that placed itself  
Where lines were torn apart.

You called out to our country,  
And you whispered to those in pain.  
Now you belong to heaven,  
And the stars spell out your name.

And it seems to me you lived your life  
Like a candle in the wind:  
Never fading with the sunset  
When the rain set in.  
And your footsteps will always fall here,  
Along England's greenest hills:  
Your candle burned out long before  
Your legend ever will.

Loveliness we've lost;  
These empty days without your smile.  
This torch we'll always carry  
For our nation's golden child.

And even though we try,  
The truth brings us to tears;  
All our words cannot express the joy  
You brought us through the years.

Goodbye England's rose,  
From a country lost without your soul,  
Who'll miss the wings of your compassion  
More than you'll ever know.



- 3 Name other countries besides the United Kingdom that are monarchies. Discuss advantages and disadvantages of monarchy.

# LESSON 5

## *More English?*

- 1** Work in two groups. In your group read one of the following passages to learn more about marriage and anniversaries in the USA or in the UK. Insert the words and phrases into the correct place in your text. Present your text in front of your colleagues.

### *Marriage in the USA*

Many American women are choosing single life or getting married later in life. They are more ... than women used to be. Many Americans are ... more than once in their lives. Many ..., especially those of younger adults, do not survive the pressures of modern life.

A wedding is both a legal and a social event. A couple applies for a ... in the county where they reside. Each state has different laws regarding marriage, but in general the married ... must be at least 18 year old and not related by ... . A ... is required to get a marriage license. After a marriage license is issued, the ... may be married at the ceremony of their choice in front of a ..., minister, priest, or Rabin. Wedding ceremonies are usually held at ..., churches, chapels, or synagogues. Some people choose to get married in less ... places: at their home or the home of a friend, or in outdoor settings such as a park.

On the day of the wedding, it is considered bad luck for the ... (the man getting married) to see the ... (his wife-to-be) before the wedding ... begins. The best ..., a friend or relative of the groom holds on the

wedding ... and helps the groom get ready. One of his important jobs is to keep the groom from getting nervous! The men in the wedding party are the groom and his best man, and the ... (those who welcome the guests and meet them at the ceremony). Each man in the wedding party usually dresses formally - in a ... . A bride traditionally wears a white ... gown. In formal weddings, the bride also wears a .... The bride chooses a close friend or relative to be her ... of honour, or matron of honour if the woman is married. During the wedding ceremony, the maid of honour or matron of honour holds the bridal ... of flowers. One of the ... usually helps the bride get ready. Younger girls of the family may serve as flower girls. The maid of honour, bridesmaids, and flower girls are part of the wedding party and usually ... alike for the ceremony.

At the conclusion of the wedding ceremony, there is usually a ..., with dancing and a banquet. Traditionally, the bride's parents hold the reception. After the reception, the ... leave for their ... . Sometimes, the place for their honeymoon is kept in secret.

reception, independent, newly weds, bouquet, man, blood test, honeymoon, wedding, bride, dress, bridesmaids, veil, marriage license, groom, maid, ushers, tuxedo, birth, marriages, rings, ceremony, judge, couple, partners, getting married, courthouses, formal

### *Wedding Superstitions in England*

In England the wedding preparations, ceremony and feast have all become loaded with ritual practices to ward off evil and ... the marriage with fortune and fertility.

The choice of date is important. May is traditionally unlucky for ... and many modern couples marry between Easter and May. The tradition that the bride's parents should pay for the wedding dates back from two or three centuries ago, when wealthy families would pay an eligible ... to take an unmarried daughter off their hands in exchange for a large ... . At most formal weddings, brides still get married in ... white - many other colours are considered unlucky. A bride will also ensure that her wedding ... includes "something old, something new; something borrowed, something blue". "Old" maintains her link with the past; "new" ... the

future; "borrowed" gives her a link with the present; and "blue" symbolizes her purity.

Even a modern bride will observe the ... about wearing her dress before the ceremony. The groom mustn't see her in it until she enters the ... . The ... should be put on for the first time as she leaves for the church. It's a lucky ... if the bride should see a chimney sweep on her way to church. Sometimes a sweep is paid to attend the ceremony and kiss the bride - a relic of the old idea that soot and ... are symbols of fertility.

After the ceremony, the couple is showered with the ... - to bless the marriage with fertility.

One old ... was for the bride and sometimes the groom to negotiate some obstacles as they left the church - guests would ... them with ropes of flowers, for

example, or with sticks that had to be jumped over.  
 After that the bride is faced with the feast. The most important item is the ... cake, whose richness

symbolizes ... , just as it has done since Roman times.  
 Today, the first ... is cut by the bride to ensure a ... marriage.

**fruitful, outfit, wedding, omen, impede, fertility, slice, ashes, bachelor, church, confetti, bless, virginal, custom, veil, symbolizes, taboos, dowry, weddings**

**2 Write a letter to your friend from abroad. Tell him/her about wedding traditions in Moldova. Use the adequate vocabulary.**

**3 What gender are the following nouns?**

- |             |             |               |              |             |
|-------------|-------------|---------------|--------------|-------------|
| a. baby     | d. master   | g. deer       | j. passenger | m. liberty  |
| b. spinster | e. chairman | h. prosecutor | k. spouse    | n. employer |
| c. heiress  | f. guest    | i. ewe        | l. sir       | o. Filipino |

**4 Supply opposites to the following words and word combinations.**

- |                  |                |
|------------------|----------------|
| young            | to get married |
| eldest           | to be of age   |
| a small family   | a child        |
| to be alike      | a bachelor     |
| a close relative | to be married  |

**5 Form nouns. In some cases more than one noun is possible.**

- |               |                   |         |
|---------------|-------------------|---------|
| to relate     | to get acquainted | child   |
| to resemble   | to appreciate     | union   |
| to be engaged | to marry          | friend  |
| to propose    | young             | adopt   |
| to be born    | own               | partner |

**6 Form compounds and word combinations related to the topic from the nouns given.**

e.g. **mother** - mother-in-law, grandmother, great grandmother, foster mother, stepmother, godmother  
 atmosphere baby children daughter family fellow marriage moon relationship son wedding  
 aunt brother couple day father house mate name sister violence age

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

1. a child relying on or requiring the aid of another for support
2. a female servant in a house
3. a person employed to take care of a child
4. a person who is legally responsible for a child
5. a woman who has remained single beyond the conventional age of marrying
6. an unmarried man
7. one of two or more persons having the same parent
8. one of three children born at one birth
9. one of two offspring born at the same birth
10. one that is fully grown or mature, esp. a person who has attained legal age
11. one's husband or wife
12. something decided upon by a person or authority
13. those who have equal standing with the others
14. to attack with insults, to maltreat

- a. spouse
- b. dependent
- c. sibling
- d. spinster
- e. maid
- f. bachelor
- g. triplet
- h. will
- i. peers
- j. twins
- k. adult
- l. nursemaid
- m. abuse
- n. guardian

**8 Express the following in one word.**

- |                                                                                                        |                                                   |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| • a child in the earliest period of its life; baby                                                     | • a person approaching old age                    |
| • a child of one's aunt or uncle                                                                       | • a person from whom one is descended; forefather |
| • a person during the period of physical and psychological development between childhood and adulthood | • a person who has just got married               |
| • a child whose parents are dead                                                                       | • a woman who receives guests                     |
| • a man who receives guests                                                                            | • the father and mother of a child                |
|                                                                                                        | • the ceremony or celebration of a marriage       |
|                                                                                                        | • to withdraw from business                       |

**9 Write the opposite gender of the nouns below and tell what gender they are.**

|                   |                |                 |          |                    |
|-------------------|----------------|-----------------|----------|--------------------|
| father            | master         | tiger           | bride    | Mister             |
| sister            | great-aunt     | daughter-in-law | wife     | mistress           |
| daughter          | bachelor       | stepdaughter    | grandson | landlady           |
| emperor           | nephew         | stepfather      | earl     | host               |
| grandfather       | mare           | foster mother   | widow    | heir               |
| great-grandfather | brother-in-law | godfather       | fiancée  | bear               |
| aunt              | father-in-law  | fiancé          | ram      | maternal relatives |

**10 Form the plural of the following nouns and arrange them in two columns.**

- Column 1: add -s
- Column 2: change -y in -i and add -es

boy, monkey, luxury, factory, key, apology, toy, country, story, dictionary, joy, party, Fry, day, Kennedy, play, guy

**12 Form the plural of the following nouns and arrange them in two columns.**

- Column 1: add -s to the noun to form the plural
- Column 2: add -es to the noun to form the plural

building, potato, tub, bus, class, dress, box, table, fox, chicken, watch, match, bush, book

**13 Form the plural of the following nouns.**

|           |           |            |
|-----------|-----------|------------|
| soprano   | radio     | cactus     |
| Filipino  | buffalo   | medium     |
| kilo      | studio    | vertebra   |
| hero      | video     | erratum    |
| potato    | cameo     | formula    |
| embargo   | photo     | syllabus   |
| cargo     | piano     | alumnus    |
| zoo       | halo      | index      |
| commando  | solo      | hypothesis |
| concerto  | tomato    | cumulus    |
| grotto    | echo      | memorandum |
| mosquito  | Eskimo    | emphasis   |
| folio     | alumna    | diagnosis  |
| tornado   | oratorio  | tuxedo     |
| bacterium | kangaroo  | nucleus    |
| volcano   | criterion | bamboo     |
| fungus    | alga      | curriculum |

**11 Give the plural of the following nouns.**

|             |            |
|-------------|------------|
| man         | sheep      |
| woman       | hovercraft |
| policeman   | Portuguese |
| foot        | 1980       |
| tooth       | trout      |
| goose       | fish       |
| child       | swiss      |
| Englishman  | craft      |
| ox          | Chinese    |
| salmon      | swine      |
| policewoman | Japanese   |
| brother     | MP         |
| mouse       | Vietnamese |
| louse       | spacecraft |
| penny       | herring    |
| deer        | 1890       |
| grouse      | VIP        |
| plaice      | aircraft   |

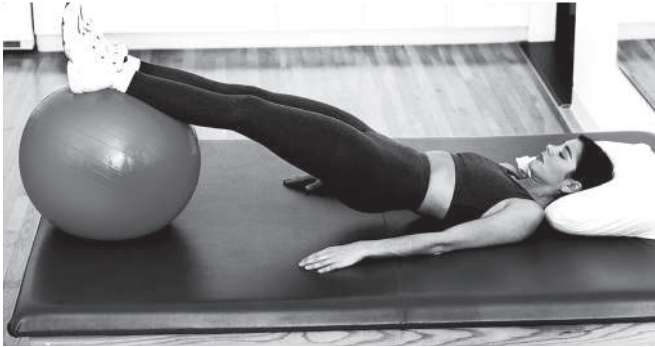
**Foreign Plurals of Nouns**

| Singular Ending | Plural Ending |                        |
|-----------------|---------------|------------------------|
| -us             | -i            | stimulus – stimuli     |
| -is             | -es           | analysis – analyses    |
| -a              | -ae           | alga – algae           |
| -on             | -a            | phenomenon – phenomena |
| -ex, -ix        | -ices         | appendix – appendices  |
| -um             | -a            | curriculum – curricula |

✓ *Note: There is a tendency for foreign words adopted in English to develop regular plural forms.*

**14 Choose one of the topics given below and write an essay on it.**

- Give your opinion about friendship.
- Describe your best friend.
- Explain the proverb “The only way to have a friend is to be one”.
- Tell how similar or different you are from your friend.



*The very best medicine that a family can have in the house is cheerfulness.*

Proverb



Do you know...

- how you can protect and promote your health?
- why exercise is good for your heart and muscles?
- what things you must do to keep your body working well?
- why it is important to get to know yourself?
- how to develop your self-esteem?



# LESSON 1

## *Fitness and You*

*When it comes to eating right and exercising, there is no "I'll start tomorrow."  
Tomorrow is disease.*

Terri Guillemets

### DISCUSSION POINTS

- 1** Look at the photograph below and try and guess what the doctor and the girl in the photograph are talking about. Share your ideas as a class.



- 2** Work in pairs. Discuss what medical problem you might have if

- you stay too long in the sun.
- you get wet on a cold day.
- you are a permanent couch-potato.
- you run unusually fast for a bus.

- 3** Ask your classmates:

- how often they go to the doctor's;
- if they have ever been hospitalized;
- if they take medicines when they fall ill;
- if they take vitamins;
- if they go for regular medical check-ups;

- 4** Comment on the teaching of the quotation of the lesson. As a class, discuss why it is important to lead a healthy lifestyle.

### READING

- 1** Read the text and get its central idea. Guess the meaning of the words 'foundation', 'to endure' and 'flexible'.

All-around fitness is the foundation of good health and well-being. The term "fitness" refers to the ability to endure or withstand stress and to be able to perform daily tasks vigorously and alertly, to enjoy leisure time activities and to effectively meet emergency demands. Fitness is also the state of a body that can work at its best. Physically fit people can work or play harder, and with less effort than people who are not fit.

Despite the well-known benefits of physical activity, many adults and many children lead a relatively sedentary lifestyle. They remain inactive for most of the day with little or no exercise. Excessive inactivity is detrimental to our health and it can contribute to a lot of preventable causes of death. Lack of exercise causes muscle atrophy and increases susceptibility to physical injury. People who don't exercise have higher death rates. Low levels of activity can also increase a person's risk of developing heart disease, cancer, obesity and other diseases. It is well-known that cardiovascular disease is the leading cause of death all over the world.

On the contrary, physical activity reduces the risk of premature mortality in general, and of coronary heart disease, high blood pressure and diabetes in particular. Proper exercise can improve the health of the organs that help us breathe. It can strengthen our heart and make our blood flow better. As a result, the health of all

our cells is improved in a way that we can feel. Our body needs exercise to stay healthy. Exercise gives our body strength. It makes our body flexible, or able to bend and stretch easily. Exercise also builds up our endurance, that is, the ability of our body to work for a long time without tiring.

By including moderate amounts of physical activity in their daily lives, people can substantially improve their health and enhance the quality of their lives. Physical activity also influences a person's mental alertness and emotional stability. Exercise helps to reduce stress, tension, anxiety and depression, and improves the efficiency of the body's systems, thus slowing down the aging process. Regular exercise, especially aerobics, can boost our self-image and self-esteem.

### WORD HOUSE

**withstand** [wi'd'stænd], v. — to resist or oppose, especially successfully

**detrimental** [,detrɪ'mentl], adj. — harmful

**death rate**, n. — the number of deaths for every 100 or 1,000 people in a particular year in a particular place

**enhance** [ɪn'hɑːns], v. — to increase in strength or amount

**boost** [buːst], v. — to increase the value, reputation, strength, of

- 2 Now, what do the words ‘foundation’, ‘to endure’ and ‘flexible’ mean in the text? Choose the phrase that best suits the context.**

*a foundation* means:

- founding or establishing (of a town, school, church, etc.).
- something that is founded, e.g. a college.
- fund of money for charity, research, etc.
- (often *pl*) strong base of a building, on which it is built up.
- that on which an idea, belief, etc is based; starting point.

*to endure* means:

- to suffer pain, hardship, etc.
- to tolerate, to put up with.
- to last; to continue in existence.

*flexible* means:

- capable of being easily bent.
- adaptable to change.
- willing or disposed to yield.

- 3 Find in the text words that fit the following definitions:**

a state characterized by health, happiness and prosperity; characterized by or accustomed to much sitting and little physical activity; a person’s typical approach to living, including moral attitudes, preferred entertainment, fads, fashions, etc; a physical hurt or wound, especially when caused accidentally.

- 4 Think of a title for the text. Read the phrases below and choose the one that best expresses the main idea of the text. Justify your choice. Feel free to supply your own title to the text.**

- “Healthy and Not Healthy.”
- “The Influence of Exercise on Mental Health.”
- “Risk Factors for Cardiovascular Diseases.”
- “Health Benefits of Regular Physical Activity.”

- 5 Read the text again and note the important details.**

- 6 Answer the questions below about details.**

- What keeps people from living balanced lives?
- What are some advantages of leading a more active lifestyle?
- How can physical activity increase people’s life expectancy?

- 7 Say which of the facts mentioned in the passage may be used to support the points below.**

- A sedentary lifestyle is one of the top risk factors for heart disease.
- At its core, physical fitness involves the performance of the heart, lungs and muscles.
- Exercise reduces stress and improves the quality of life.

- 8 As a class, explore what the term “fitness” means to you and tell the difference between active and inactive lifestyles. Discuss why it is important to form some good health habits while you are young.**



## LEARNER TRAINING

### Polysemy

**A word is polysemantic when it has many meanings.**

**Most words of the English language are polysemantic.**

Thus the word **tone** has the following meanings:

- sound, especially with reference to its quality, pitch, duration, feeling, etc.
- the pitch aspect of a (usually stressed) syllable
- (*sing. only*) general spirit, character, morale of a community, etc.
- shade (*of colour*), degree (*of light*)
- (*music*) any one of the five larger intervals between one note and the next
- proper and normal condition of (parts of) the body

**In a polysemantic word the main and secondary meanings are distinguished.**

In the case above, the main meaning of the word “**tone**” is the first one, while the others are secondary. The word is polysemantic in the language but in actual speech it is always monosemantic. It is the context that makes the polysemantic word monosemantic.

e.g. She’s bought a carpet in tones of blue.

This speaks of the family’s low moral tone.  
He can’t keep a serious tone of his voice.

**Translate the sentences. Point out the main and the secondary meanings of the words in bold type.**

**fitness**

1. They are doing exercises to improve their fitness.

2. No one questions her fitness for the job.

**exercise**

1. Walking, running, rowing and cycling are all healthy forms of exercise.

2. The exercise of patience is essential in diplomatic negotiations.

3. These maths exercises are very difficult.

**strength**

1. She doesn't have the strength to walk upstairs.

2. How is the strength of alcoholic liquors measured?

3. I employed the boy on the strength of your recommendation.

4. Mind is your strength.

5. The police force is 500 below strength (needs 500 more men).

## LISTENING

**1 Before listening to the text, match the words with their definitions.**

1. strength
2. stamina
4. aerobics
5. calisthenics

- a. physical exercises intended to develop healthy, strong and beautiful bodies
- b. a form of very active physical exercise which is usually done in a class with music and is intended to strengthen the heart and lungs
- c. the quality or state of being strong; bodily or muscular power; vigour
- d. the strength of body or mind to fight tiredness, discouragement, or illness

**2 Listen to the text "Elements of Physical Fitness". Check on your definitions. Translate the words. Use a dictionary, if necessary.**

**3 Listen to the text again and check whether the statements below are true or false.**

*True False*

- |                          |                                                                                              |
|--------------------------|----------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | a. In order to be completely fit, all the main elements of physical fitness must be present. |
| <input type="checkbox"/> | b. As people get older, they gain more flexibility.                                          |
| <input type="checkbox"/> | c. A good exercise programme includes both calisthenics and stamina training.                |
| <input type="checkbox"/> | d. Aerobic exercises decrease stamina.                                                       |
| <input type="checkbox"/> | f. Exercise is an important way to keep your mind and body fit.                              |

## SPEAKING

**1 Create several phrases that advertise the advantages of practising aerobics.**

**2 Rank the following suggestions as ways of ensuring physical fitness starting with those you consider the most effective. Justify your choice.**

1. Avoid eating junk food.
2. Eat a healthy, well-balanced diet.
3. Improve memory and attention with scientific brain games.
4. Learn and train the fine arts of yoga and meditation.
5. Strengthen your legs with isotonic work out.
6. Sleep well.

7. Socialize.

8. Undertake a physical training regime.

9. Do as many push ups as you can.

10. Work out for at least 20 minutes a day.

11. Take the proper supplements.

12. Exercise in the morning.

13. Incorporate exercise into the daily chores.

14. Practise jogging on a regular basis.

15. Refuse to use lifts.

16. Stop smoking.

**3 As a class, decide what other important skills have been left out. What else can be done in order to stay healthy?**

## WRITING

**Plan and write a 250-word essay illustrating Plato's quotation that states that "Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it." The essay will include introduction, body and conclusion, an explicit thesis statement, logical development/support and explicit discourse markers.**



## Grammar Revision

### The Genitive/ Possessive Case

#### APPLYING THE KEY SKILLS

##### 1 Do you know another name for the Genitive Case?

##### 2 Comment on the following examples. Summarize the information. Find out if your classmates are of the same opinion. Draw a chart to illustrate the rules.

1. My son's books have no dog ears in them.
2. When the hostess's ring was lost, everybody suspected her neighbour.
3. What do you know about the women's association in this city?
4. The woman next door's husband is an engineer.
5. Have you read any of Dickens' (or Dickens's) books?
6. Nobody ever spoke about the workers' wages.
7. Today about eight percent of the world's population are left-handed.

##### 3 Add " 's" where necessary. Use sound arguments to motivate your choice. Formulate some rules.

1. Nora and Susan parents are doctors.
2. Her brother-in-law sister is an actress.
3. How did you like the editor-in-chief speech?
4. What do you know about Henry the Eighth reign?
5. I read nothing about the NGO statute.
6. The MP decision will be published in tomorrow newspaper.
7. By whom will the Queen of England throne be inherited?
8. Nobody expected to ever meet the girl from Pennsylvania mother.

✓ *Note: The "s" construction is not possible when we speak about non-living things. Every "s" construction can have an "of" equivalent, but not every "of" construction can have an "s" equivalent.*

e.g. Eminescu's poetry – the poetry of Eminescu    **but:** the key of the door  
the foot of the mountain

##### 4 Use possessive nouns in the following sentences.

1. ... baby is ten months old.
2. Why is ... face covered with freckles?
3. This is Ronald. He is our ... nephew.
4. I really can't tell you my ... address. They left only two days ago.
5. Do you know what old ... tales are?
6. Mothers don't sometimes approve of their ... decision.
7. The ... noise drives me crazy.
8. She has never read ... ghost stories.
9. His ... axe handle broke while he was cutting a small sapling.

*Note: The 's/s' construction can be used on its own when we refer to:*

- |                                                                                                     |                                                                                                                 |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| a. a place where someone lives:<br>e.g. She is staying at her uncle's.                              | c. a noun that is implied:<br>e.g. Is this Peter's bag? – No, it's Nick's.                                      |
| b. shops, businesses:<br>e.g. I can't go to the butcher's today.<br>She is at the dressmaker's now. | d. medical practitioners:<br>e.g. The child is afraid of going to the dentist's.<br>He must go to the doctor's. |

##### 5 Give examples using the possessive forms enumerated above.

# LESSON 2

## Making Choices

*The first wealth is health*

Emerson

### DISCUSSION POINTS

- 1 **As a group, discuss your answers to the following questions:**
  - a. What health-related challenges do young people from countries all over the world face in everyday life?
  - b. What kind of knowledge and skills must adolescents gain in order to take care of their own health?
- 2 **Restate in your own words the quotation of the lesson. What idea about the interrelationship between health and human values does it convey? Comment on the teaching of this quotation.**

### LISTENING

- 1 **Listen to a passage stating why it is important to learn how to make healthful choices. While listening, decide whether statements 1-4 are true (T) or false (F).**
  1. During your life, you will be making choices about your career development.
  2. A good choice is the one that is best only for you.
  3. It is necessary to learn how to make your own responsible decisions and healthy choices.
  4. A good approach to solving problems is to break a problem into steps.
- 2 **Listen to the passage again and then complete the statement "People should view mistakes as learning opportunities because ..."**
- 3 **Young people face difficult choices and decisions every day. Learn to make decisions in accordance with the following tips: In order to take a right decision, first consider the challenge you are being faced with. Next, think of both positive and negative consequences of your choices, and, finally, come up with your final decision upon the issue under consideration.**

### READING

- 1 **You are going to read a text about young people's individual responsibility to promote healthy lifestyles. Try to imagine what the text will tell you about the major health hazards and healthy choices.**
- 2 **Read the text and state whether your predictions were true.**

### *It's Up to You and Me!*

Are you careful about the choices you make? What does to lead a healthy active life mean? Do you love what you are doing? How do you feel about your life today? Ask yourself these questions honestly as you read on and state what factors can influence your health.

Young people face a multitude of health-related challenges: unsafe neighbourhoods, violence, family problems, and chronic, untreated health conditions. Medicines can stop pain and help people recover from their illnesses. However, they can also become harmful if they are used improperly. Using substances that are against the law or are not supposed to be taken into the human body is drug abuse. Drug abuse, also called substance abuse or

chemical abuse, is a disorder that is characterized by a destructive pattern of using a substance that leads to significant problems or distress. Drug abuse is a very dangerous phenomenon and damages the people's body and mind.

Despite the ample and conclusive evidence that smoking cigarettes regularly can cause such diseases as chronic bronchitis, emphysema, certain types of cancer, ulcer, heart disease, and although the majority of young people can realize the dangers of this harmful habit, many teenagers continue to smoke. It is well - known



that most heavy smokers lead shorter lives than non-smokers, and yet a great number of young people all over the world begin smoking each year. Teenagers can also become addicted to alcohol, moreover, they can become alcoholics much more quickly than adults. In this age of AIDS, there are many social, personal and emotional consequences for the people who have it or the virus that causes it (HIV). Unfortunately, teenagers can also get the AIDS virus, that's why it is imperative that they should learn how to make thoughtful, healthful decisions which may prevent them from getting AIDS.

Health involves every area of your life. Taking care of your health by making wise choices is your responsibility. Today, more than ever, teenagers should take control of their health. It's up to them to be responsible for their own life style. This simple commitment is the first step toward a long and healthy life. No one else can make this commitment for them. They are the only ones who can shape their behaviour in ways that affect their health.

**3 Explain the following in your own words.**

unsafe neighbourhoods; untreated health conditions; conclusive evidence; harmful habit; heavy smokers

**4 In the text, find words which mean the same as**

- something that by its nature or character serves as a call to battle, contest, etc.
- to regain the strength or control of (oneself)
- the effect, result, or outcome of something occurring earlier.



**multitude** ['mʌltɪtju:d], *n* — a great number of persons or things

**ample** ['æmpl], *adj* — of adequate or more than adequate extent, size, or amount

**addicted** [ə'dɪktɪd], *n* — devoted or given up to a practice or habit or to something habit-forming, as a narcotic, cigarettes, etc.

**commitment** [kə'mɪtmənt], *n* — a pledge or promise; obligation

**Explanatory Notes:**

*Emphysema* – a diseased condition in which the lungs become swollen with air, causing difficulty in breathing and often preventing the proper action of the heart.

*Ulcer* – a sore place appearing on the skin inside or outside the body which may bleed or produce poisonous matter: a stomach ulcer/mouth ulcers

**5 In your own words, explain the dangers of smoking and drug abuse. Discuss what the author means when he says that drug abuse “damages the people’s body and mind.”**

**6 Make an analysis of the text. Which of the ideas in the text have you found to be poorly argued or contradictory, if any? What facts would you add to the text to make it more persuasive?**

**SPEAKING**

**1 Do you agree with the opinion that the knowledge of self is a prerequisite to understanding others? Explain your point of view.**

**2 Study the information in the Info Box for a few minutes. Then answer the questions that follow.**

**INFO BOX**

We all have a mental picture of who we are, how we look, what we are good at, and what our strengths and weaknesses are. This mental picture (our self-image) contributes to our self esteem. Self esteem is our opinion of ourselves.

Low self-esteem, or a negative estimate of one's worth, is characterized by submissiveness, passivity, helplessness, timidity, self-doubting, self-punishing, and a feeling of inferiority. People with low self-esteem are hit harder by failure in any endeavour.

On the contrary, when someone sees themselves in a positive way, they display good self-esteem. A positive estimate of one's worth is characterized by self-confidence, independence, assertiveness and self-respect. A positive self-image gives young people the power and confidence to take on life's challenges and to overcome difficulties in the life long run. They accept their strengths and can easily identify their areas of development.

- What is the main idea of the passage? \_\_\_\_\_
  - Healthy self-esteem will enable you to be happier and live to your full potential.
  - Start building your self-esteem now.
  - Self-esteem is your overall opinion of yourself.
  - Everyone is special by being different.
- Why is it important to help your friends and family develop a positive self-image when their self-esteem is low? Give 2-3 reasons to justify your answers.

**3 Sometimes teen confidence can cross over into overconfidence. It has been proved that too much self-esteem (overconfidence) may be just as damaging as too little self-esteem. In small groups, discuss the consequences of too much or too little self-esteem, and then, as a class, work out some steps to overcoming self-image problems and building healthy, positive self-esteem.**

**4 Good health is something you can choose to strive for. Study the information you can find in the boxes below and explain how various aspects of health can affect each other.**

**Social Health**

- Relates to how we see ourselves as individuals, as male or female, and how we interact with other people.
- Includes the pursuit of harmony in one's family.

**Emotional Health**

- Includes ways of expressing our emotions in a healthy way.
- Includes the degree to which one feels positive and enthusiastic about one-self and life.



**Personal Health**

- Relates to how we see ourselves as a person, how our ego develops, what we hope to achieve, and how we define success for ourselves.
- Includes finding self-fulfilment in unique ways.

**Mental Health**

- Encourages creative, stimulating mental activities.
- Relates to how we get information, knowing where to get information we need and how to use the information we receive.

**Physical Health**

- Physical health is the overall soundness of the body.
- Encourages activities which contribute to a high level of wellness, including medical selfcare and appropriate use of the medical system.
- Discourages the use of tobacco, drugs and excessive alcohol consumption.

**Spiritual Health**

- Involves seeking meaning and purpose of human existence.
- Involves developing a strong sense of personal values and ethics.

**5 Work in pairs. Choose a picture. Decide what aspect of health it refers to. Describe the picture you have chosen.**



**WRITING**

***Developing a Healthy Personality***

Imagine that the UN has recently decided to allocate \$10 million for the development of health education programmes in Moldova. With so many areas in need of funding, they need your help in deciding how the funding should be divided up. Pick one issue dealing with personal health care and write an intent letter to the UN, illustrating why they should allocate

funds for your cause. Letters to the UN should be one full page in length and include substantial background knowledge. Letters need to include the *who, what, where, why, when, and how* of the importance of the development of a mature and healthy personality in the teen years.



## Grammar Revision

### Compound Adjectives

#### Ways of forming compound adjectives.

- **noun + adjective** (crystal-clear)
- **noun + past participle** (horse-drawn)
- **noun + present participle** (hard-working)
- **adjective + adjective** (red-hot)
- **adverb + adjective** (evergreen)
- **numeral + noun** (two-day conference)
- **adjective + noun + ed** (blue-eyed, dark-haired)
- **ordinal numeral + noun** (second-hand car)
- **well, badly + past participle** (well-done)
- **ill, poorly + past participle** (poorly-informed)

### APPLYING THE KEY SKILLS

#### 1 Form compound adjectives that mean the same as:

1. a girl with fair hair;
2. a trip that lasted three months;
3. a cart drawn by two horses;
4. a table that is lit by a candle;
5. a flat situated on the fifth floor;
6. a person with eyeballs turned towards the nose;
7. praise that is fully deserved.

#### 3 Fill in the gaps with the following compound adjectives:

*good-sized; nine-room; hard-kept; well-ordered; night-coming; old-fashioned; barren-looking; three-act; car-sick.*

1. Gold is a ... secret.
2. It was a plain ... curiosity that made me follow that trail.
3. He was alone under the ... sky.
4. They bought a ... house in the suburbs of the city.
5. The rider would turn off the trail into the ... hills.

#### 2 Translate the following compound adjectives.

1. a long-distance telephone call
2. a double-breasted coat
3. a long-drawn-out visit
4. a point-blank refusal
5. an evil-minded man
6. a cold-hearted reception
7. a one-sided argument
8. tender-hearted parents

6. Folks who lived quietly in ... communities never faced up to such a situation like his.
7. The rest of the meat had been pulled from the tree and a ... hunk had been cut off.
8. It was a ... play and we enjoyed it.
9. Being ... she always travels by train.

### Comparison of Adjectives

#### The comparative degree of adjectives can be represented by:

##### a. The Comparative of Superiority

e.g. longer; more interesting; better; farther

##### b. The Comparative of Inferiority

e.g. not so/ as beautiful as; less important

*Note: A comparative may be made stronger by:*

##### 1. using **much** or **far**

e.g. She is much younger and far happier than me.

##### 2. repeating the adverb **more** if the adjective contains more than one syllable

e.g. It is more and more difficult to do it.

##### 3. repeating the comparative if the adjective is monosyllabic

e.g. worse and worse; taller and taller

##### 4. using the adverb **ever** before the comparative

e.g. ever cheaper; ever more exquisite

##### c. The Comparative of Equality (Similarity)

It can be expressed by:

1. **as ... as** (As busy as a bee.)

2. **the same** (The two bags are the same.)

3. **the same as** (Her hairdo is the same as mine.)

4. **almost, exactly, just, nearly + as + adjective** (He is almost as smart as his brother.)

5. **almost, exactly, just, nearly + like + noun** (She is just like her mother.)

6. **almost, exactly, just, nearly, (not) quite + the same** (The twins are exactly the same.)

7. **completely, entirely, quite + different** (These four girls are completely different.)

### APPLYING THE KEY SKILLS

#### 1 Make up your own examples to illustrate each of the cases mentioned above.

#### 2 Match the comparatives of equality with the suitable words in the box.

as fresh as ..., as strong as ..., as cool as ..., as deaf as ..., as blind as ..., as clear as ..., as sly as ..., as slow as ..., as sweet as ..., as mad as ...

a post, a hare, a fox, a horse, a bat, a tortoise, a daisy, honey, a crystal, a cucumber

# LESSON 3

## Literary Focus Learn to Love Yourself

*I am cool with myself and I don't care what you think.*

Karice Baker-Quow

### DISCUSSION POINTS

- 1 Read the quotation of the lesson. Think for a minute or two and then decide what kind of person might have said that. Share your ideas with a partner.
- 2 Working with the same partner, think of a situation when one may /must / (need to) say that. Find out what other situations are.
- 3 Work as a class
  - a. Guess the meanings of "cool" in the following sentences.
    1. He is always *cool* when he is in financial difficulties.
    2. Be careful, the tea is not *cool* enough to drink.
    3. She was given a *cool* reply, but she didn't despair.
    4. This artist always uses *cool* colours.
    5. How *cool* to borrow so much money and pretend to forget about giving it back!

6. Never shall we forget the *cool* reception she gave us last summer.
7. The mayor decided to meet with the strikers to keep the city *cool*.

b. Replace each idiom in the sentences below by a suitable expression from the box.

1. Don't take it close to your heart, Bill. *Cool it!*
2. If you can't behave properly, boys, just sit down and *cool your heels*.
3. I just stared at him while he was yelling. I knew that would *cool him down*.
4. *Cool off*, Becky. There is no sense getting so excited.
5. Is Bob still in love with Sally? No, he's *cooled off* a lot.

- a. It would reduce his anger.
- b. The passion has died away.
- c. Calm down.
- d. Take it easy!
- e. Wait.

### READING

- 1 "If I looked like you I'd kill myself". Imagine in what circumstances someone might say this to someone else. Share your views with a partner.
- 2 You are going to read a text about a girl who should have been born black but, because of a medical condition, was born white. Work in groups.
  - a. Predict what the medical condition might be.
  - b. What problems do you think she faced. Discuss and make a list of these problems.
- 3 Now read the text and find the answers to these questions:
  - What's the name of her medical condition?
  - What problems did she actually face? List them.
  - What adjectives would you use to characterize Karice?

### SKIN DEEP

*15-Year-old Karice Baker-Quow, from London, is a black girl who looks white.....*

- 5 "I was born with albinism. It's a skin disorder, which means I don't have the pigment that determines my colour. So although my whole family is black, I'm missing the melanin that would give me black skin and hair.

It kind of runs in the family. My great aunt was

- an albino and then it skipped a few generations until me. My mum had no idea when she was pregnant so it was a total surprise when I was born. My parents were like: 'Let's try and clean her up and she'll get darker', but then my grandparents explained it all to them.



**albinism**, *n.* — the condition of an albino  
**albino**, *n.* -(*pl. albinos*) — animal or person born without natural colouring matter in the skin and hair (which are white) and the eyes (which are pink)  
**inquisitive** [ɪnˈkwɪzɪtɪv], *adj.* — having (too much) interest in something  
**hurtful** [ˈhɜːtful], *adj.* — causing suffering  
**gobby** [ˈɡɒbi], *adj.* — one who talks much in an insulting way

15 I never thought of albinism as a problem until I got to the end of primary school. In secondary school it was worse 'cause there were more people to deal with. Because my family had never treated me any differently and had always looked past the colour of my skin, I was surprised that other people found it so hard to accept.

20 Most people weren't interested in me as a person, they just saw the albino thing. I was really confident as a child and would go and speak to anyone, but all that stopped at secondary school. I started to lose confidence in a big way and would only speak to people I knew.

Some people call me names; others just stare or ask questions. But not in an inquisitive way, it's more a kind of 'Uuugh! Why is your hair white?' When I'm out with my mum, 'cause she's small and quite young, they think I'm out with a friend. They look totally shocked and confused when I say she's my mum. People have also said things like 'If I looked like you I'd kill myself.' They are hurtful but I'm learning to deal with them more now. They don't realise that I've heard it all before.

I cope with racism like all black people do. I guess I just get it from both sides. Fitting in with groups of friends has been really hard. In a way I know how mixed race people feel. I've had black people say to me 'You think you're white', and white friends say 'You can't hang around with us 'cause you don't know how it is. You're not white, you're black.' I want to think I can have a good time with everyone, white or black and that it doesn't matter as long as they are good friends.

I haven't got a boyfriend at the moment or had one for a while. There is a boy in my year that I like and I told him recently. He gave me a cute, shy smile. He's hopefully going to the same college as me, so fingers crossed. I like boys who are slightly shy and sensitive 'cause they don't intimidate me. I can't stand gobby, arrogant boys. They're usually the sort that get together with their mates and take the mickey.

In terms of culture I'm West Indian. I'm black, I love eating black food and listen to black music like soul and garage, although I don't listen to just that. I like a mixture really. I identify with West Indian traditions and values. Albinism has opened my eyes to that more. I'd never relax my hair as people see it and know I'm black. If I looked, dare I say it, 'normal' I probably wouldn't be as bothered

about my hair but I kind of grasp on to that identity.

65 I speak West Indian at home with my family like many black families do. In fact, sometimes I forget that my skin is a different colour to theirs because they are so supportive and my albinism just isn't an issue to them.

70 I used to tear myself up thinking, 'Why do people say these hurtful things?' Then I realised, I'm not unhappy with being an albino; it's not an issue for me. I realised if it wasn't for other people's negativity, there wouldn't be a problem. They've made me lose my self-confidence but they're not worth it. I'm going to do A-levels and go on to university. I want to be a lawyer, so I'm going to be dealing with people and standing up in front of audiences all the time.

80 If there are any readers who knew someone with albinism, I'd say don't suffocate them with sympathy. There's nothing worse than people feeling sorry for you. And whether you've got albinism or not, you have to learn to love yourself. It sounds cheesy, but if you don't then it's easier for other people to upset you. You've got to say, 'I'm cool with myself and I don't care what you think'. That's what I've learnt to do."

### Phrases and Idioms

**to deal with** - to be concerned with

**to have/lose confidence in oneself** - to believe/not to believe in oneself

**to call someone names** - to insult or abuse someone

**to hang around with** - a. to spend a lot of time with  
b. to waste away time with

**to cross one's fingers** - to wish for luck; to hope for a good outcome

**to take the mickey** - to tease; to play tricks/jokes on

**they are not worth it** - they don't deserve it

**it sounds cheesy** - it's sentimental; it's too good to be true

**to be cool with ...** - to be calm, unexcited

**4 Read the text more carefully and tell whether the following are True or False. Find the line in the text which supports your point of view.**

- a. The whole family was surprised when Karice was born white.
- b. Karice still hasn't got used to the hurtful things people say to her.
- c. Karice's family has found it difficult to accept her for what she is.

- d. Karice feels her situation is similar to those who have a white father and a black mother (or vice versa).
- e. Being an albino is not a problem for Karice.

**5 What words in the text mean the same as**

- a. the natural colouring matter in the skin (line 2).
- b. to recognize, to approve (19).
- c. to look fixedly (26).
- d. not long ago (49).
- e. behaving in a proud, superior manner (53).
- f. exact likeness (65).
- g. question that arouses for discussion (69).
- h. gathering of people for the purpose of hearing a speaker (79).

**6 Use the context to rephrase the following sentences making sure the underlined parts are re-written in your own words. The first has been done for you.**

- a. It kind of runs in the family. (line 6)  
It appears in most members of the family.
- b. It skipped a few generations until me. (7)
- c. My family have always looked past the colour of my skin. (16)
- d. I cope with racism like all black people do. (37)
- e. I like boys that are slightly shy and sensitive cause they don't intimidate me. (53)
- f. I identify with West Indian traditions and values. (59)
- g. I'd say don't suffocate them with sympathy. (81)
- h. It sounds cheesy, but if you don't then it's easier for other people to upset you. (85)

**7 The expressions below are phrasal verbs. Choose the correct definitions.**

- 1. clean up (line 10)**
  - a. make clean b. put in order c. get rid of
- 2. deal with (16)**
  - a. manage b. be concerned with c. behave towards
- 3. be out (30)**
  - a. on strike b. not fashionable c. not at home
- 4. fit in (38)**
  - a. belong b. match c. conform
- 5. grasp on (to) (64)**
  - a. accept b. attach c. understand
- 6. tear up (70)**
  - a. distress b. damage c. torment

**8 "Bread and butter" is a collocation. That means the two words combine in a way characteristic to language. Do the exercises below to learn more about collocations.**

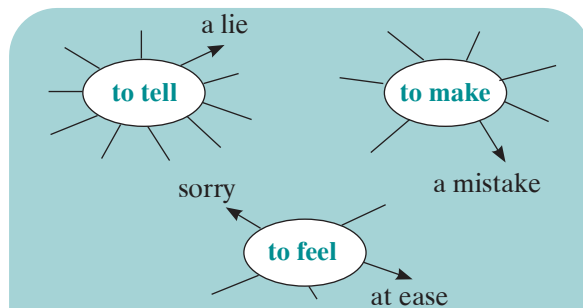
**a. Match a word from column A with a word from column B to form collocations.**

- |                                                                                                                                              |                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>A.</b> 1. mother and<br>2. strong<br>3. Tom and<br>4. baby<br>5. soft<br>6. heavy<br>7. to miss<br>8. to make<br>9. to and<br>10. to lose | <b>B.</b> a. drink<br>b. rain<br>c. son<br>d. tea<br>e. Jerry<br>f. sitter<br>g. confidence<br>h. fro<br>i. a train<br>j. a mistake |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|

**b. Cross out any incorrect collocations.**

- |                                                                                  |                                                                  |
|----------------------------------------------------------------------------------|------------------------------------------------------------------|
| <b>to do</b> a favour<br>homework<br>coffee<br>sense<br>an attempt<br>sums       | <b>hard</b> problem<br>bags<br>winter<br>man<br>traffic<br>rock  |
| <b>to set</b> an example<br>courage<br>the stage<br>free<br>the blame<br>a clock | <b>little</b> boy<br>money<br>traffic<br>mistake<br>deal<br>time |

**c. Add more words that collocate with "to tell", "to make" and "to feel".**



**Discuss the following.**

1. Explain the title of the text. Do you think it is a suitable one? Why? Think of your own title. Support your choice.

2. "Beauty is but skin-deep" is a proverb. Explain it. Do you agree or disagree with this statement? Explain why. Find equivalents in your native language that mean the same. Think of some situations to illustrate the proverb.

3. Define the word "discrimination". *Race discrimination* is a collocation. Brainstorm other words that collocate with the word *discrimination*. Explain what they mean.

4. Can you think of any concrete examples when someone you know suffered after he/she had been treated differently? Discuss them with the class.

5. Do you think a person should be treated any differently because of some disease, handicap or any

other problems he/she has got through no fault of his/her own? Use specific reasons and examples to support your point of view.

6. Is Karice's case a discriminatory one? Why do you think so? What kind of discrimination does she face? How does she manage to cope with it?

7. What kind of picture do you get of Karice as a person? Cite the text to support your opinion.

8. Comment on the last paragraph. How does this paragraph reveal Karice's character? Can you think of any other strong adjectives to describe her? Explain your overall reaction to the attitude and behaviour of some of those who are interested in nothing more but her albinism.

9. How would you handle the situation if you were Karice?

**WRITING**

**Karice's letter is one of the many sent to different newspapers and magazines, especially by teenagers, who expect to receive answers from readers. Consider the situations below. Choose one of them and write a letter. Use the information from the *Learner Training* rubric.**

After you have read Karice's letter you decide:

a. to write an answer and tell Karice what you think about her case. You try to encourage her and give her some advice.

b. to write a letter to the magazine stating your opin-

ion about the rubric. How useful and/or interesting it is, how it helps the teenagers to cope with their problems.

c. to write a letter to the magazine describing a problem of yours or somebody else's you know and, asking to be published. See the form below.

**Writing Letters**

There are different types of letters.

a. **a friendly letter** is an informal message that allows you to share news with friends you may not often see.

b. **a social letter** is written for a specific reason. It may be a letter of invitation, thank-you letter, etc.

c. **a business letter** is written to request information, to place or correct orders, or to apply for jobs.

d. **an order letter** follows the same general form as other business letters.

e. **a letter of request** is written to obtain information or catalogues or to request special favours.

|            |                                  |
|------------|----------------------------------|
| Heading    | Writer's Street Address          |
|            | Writer's City ZIP Code           |
|            | Date the Letter is Written       |
| Salutation | _____                            |
| Body       | _____<br>_____<br>_____<br>_____ |
| Closing    | _____<br>_____                   |
| Signature  | _____                            |

**LITERARY FOCUS**

Unlike fiction, **nonfiction** contains mostly factual information. **Nonfiction** includes a wide variety of writing, such as:

- biographies
- true-life adventures
- essays
- journals
- letters
- interviews
- memoirs
- informative articles
- speeches
- autobiographies

**Apply Your Knowledge**

**State what kind of nonfiction writing these definitions refer to.**

- a. a true account of a person's life told by someone else
- b. a form of autobiographical writing in which a person recalls significant events in his or her life
- c. a relatively short piece of writing on a single subject
- d. appears in magazines, newspapers as well as textbooks, encyclopedias, etc, and provides facts about a specific subject
- e. a type of nonfiction found in popular magazines and books
- f. a conversation conducted by a writer or reporter, in which facts or statements are elicited from another person
- g. an account of a person's life written by that person
- h. a talk or public address

# LESSON 4

## *Culture and Civilization* *Medical Care. History and Facts*

### READING

- 1 As you read this selection, pay close attention to some of the facts about the health care system in Great Britain. Organize the facts and gather some more information about the topic under discussion.

### *Medical Care in Great Britain*

Britain is one of many European nations that have state-run health care systems. **The National Health Service (NHS)** of Great Britain was established in 1948. At its foundation, the principle of equal treatment was a defining element. Every citizen of Great Britain was supposed to have equal access to all necessary medical services – regardless of their financial status. Nowadays, **The National Health Service (NHS)** provides a full range of medical services that are available to all residents, without regards for their income. In case of emergency or accident, a visitor to the UK may have the same free medical services. The finance comes mostly from general taxation.

Medical facilities are advanced and life expectancy rates range from 77.2 to 81.6 years. Infant mortality is 4.62 deaths/1,000 live births.

Britain today is a welfare state that looks after its citizens in need; the old, the sick, the unemployed.

Some people prefer to pay for treatment when they are ill. They get more choice, and, thus, they can choose when, where and by whom they can be treated. The

private health insurance provides the same coverage that is provided by the National Health Service (NHS), but people availing the private health insurance can get better access to higher quality care with reduced waiting times. Alternative medicine, i.e. reflexology, osteopathy, aromatherapy, acupuncture, etc. is mostly private but sometimes available on the NHS.

The first examination is normally conducted by a general practitioner, called GP.

When you visit your doctor or hospital you have to pay only for the medicines. However, certain groups (low income groups, children, people over the age of 60, pregnant women and people with certain illnesses) are exempt from charges. Central government is directly responsible for the **NHS**, administered by a range of local health authorities and boards throughout Britain acting as its agents, and for the social security system. Recently, different projects designed to improve health care in inner city areas and among ethnic minorities have been developed.

- 2 Read the text below and say which facts given in the text were new to you.

### *How to Become a Doctor in the USA*

Young men and women who choose a career as a doctor in the United States face a long, difficult, and expensive training period. Premedical education begins in college. Medical schools are crowded and can admit only a certain number of new students each year. Most medical schools are part of a university. Traditionally, a medical school offers a four-year course of study. Upon graduation, they receive either Doctor of Medicine (M.D.) degree or a Doctor of Osteopathy (D.O.) degree. After graduating from medical school, doctors serve at least a year as a hospital **intern**. Interns examine patients and prescribe treatment, but they are supervised by



experienced doctors. Most doctors specialize in a particular field of medicine after their internship. To prepare for a speciality, they must train for at least three years as a hospital **resident**. During residency, doctors work with the kinds of patients they will treat as specialists. To become **certified** specialists, doctors must complete residency training and pass a rigorous examination given by their **speciality board**. Some doctors undertake further specialization training, called a **fellowship**, for two or three years. These doctors, known as **fellows**, must pass another difficult examination after completing their training.

In the United States, every state

requires doctors to obtain a license before they may practise medicine in the state. Every state and province requires doctors to meet certain standards of professional conduct. Doctors also have their own code of

ethics. They must also keep up with medical progress by reading medical journals and books, by attending medical conferences, and consulting with other medical specialists.

- 3 Read the selection below and state how the health care system in Moldova is different from the ones described above. How are the health care systems in Great Britain and the Republic of Moldova similar?**

### *Health Access in the Republic of Moldova*

The reform of the health system in the Republic of Moldova started in 1995, when the World Bank and the Moldovan Government started negotiating the enhancement of the quality of the health system. In 1995, the Basic Law on Health Care was passed making provisions for private health care. Dental surgeries and pharmacies are almost all private. The health care system is funded from three main sources: general taxation, regional taxation and direct private funding. A further law on health care passed in 1999 sanctioned hospitals to generate income from additional sources other than national and local budgets.

The Ministry of Health and the nation's Health Minister are responsible for healthcare in Moldova. All citizens and registered long-term residents are entitled by law to equal access to a minimum amount of free healthcare. The basic package of the offered services of free healthcare is limited to emergency assistance and treatment for acute illnesses.

Primary health care services are delivered at a local level by health posts, family doctors offices, health centres and family doctors centres linked to local level hospitals. There is a regional hospital operating in each region with state level institutes providing specialized care. The rural areas of Moldova have varying levels of medical facilities beginning with a network of 1,011 health posts which are staffed by a medical practitioner, midwife and an assistant. These health posts provide general medical care and immunizations to patients. There are also health centres in rural areas which have inpatient facilities. Over

recent years, specific actions have been undertaken to strengthen primary health care institutions in rural communities. However, there are still many challenges facing the health care system. Towns in Moldova with a population of over 3,000 people have polyclinics which provide a wider range of services including paediatrics, dentistry, gynaecology and in some instances outpatient surgical treatment. These facilities have two nurses per Doctors, midwives and medical assistants. Moldova is home to 100 hospitals across the country, 5 outpatient clinics and a psychiatric hospital in Chisinau.

In 2004, the Moldovan government introduced mandatory (social) health insurance (MHI) aimed at ensuring sustainable health financing and improved access to services for poorer sections of the population. The government pays contributions for non-employed groups but the self-employed citizens of Moldova, which include many agricultural workers, must purchase their own cover. Currently, about 75% of the population of the country is covered by health care insurance. The Government pays contributions for the unemployed as well as retired citizens and long term residents

Access to quality health services is a key problem for Moldova. The Ministry of Health has been involved in a number of health promotion programmes that deal with tuberculosis control, prevention of viral hepatitis, diarrhoeal disease and cholera, anti-rabies and iodine deficiency disorder prevention programmes. There are environmental health concerns due to the high levels of pesticides and fertilizers used in agriculture.

- 4 Summarize the information about the health care systems in Great Britain, the USA and the Republic of Moldova. Don't forget to**

- **reduce sentences, clauses and phrases;**
- **paraphrase the original words by using synonyms;**
- **use transitions and other connecting devices to make your summary flow smoothly.**

- 5 Reread the texts and create an outline of ideas. Supply at least 8 supporting details that would reflect the relationships between the pieces of information from the reading.**

- 6 With a peer, participate in a two-minute dialogue on the topic related to health care systems in various parts of the world. Make use of the following words and expressions:**

to treat somebody for some disease; treatment; sick-leave/sick-list; to be put on the sick-list; to prescribe a medicine (a diet); to follow the doctor's instructions; to cure somebody of some disease; to operate; to go to the chemist's (to a drug store); to see (consult) a doctor; to examine a patient; to be x-rayed/to have an X-ray taken; to have one's blood tested; to have one's blood pressure tested

# LESSON 5

## More English?

- 1 In small groups, discuss whether the picture you have of yourself and the way you believe you are seen by other people play an important role in your behaviour.
- 2 Discuss the following.
  1. List at least three health problems associated with inadequate physical activity. How does physical exercise help to keep your body in good shape?
  2. Why do people of all ages need physical exercise?
- 3 Guess the profession of
  - a person who has been professionally trained to treat teeth.
  - a doctor whose job is to perform medical operations.
  - a person skilled in preparing medicines.
- 6 In each of the following extracts from students' compositions there is a misprint. Replace the wrong word by a word that should have been used instead.
  1. They haven't been reeling very well for some time. (...)
  2. I had no appetite and I was sleeping madly. (...)
  3. I had a pain in my chest and a rather bad bough that I couldn't get rid of. (...)
  4. The doctor asked me to show him my tongs. (...)
  5. The nurse fixed the medicine with a tea-spot. (...)
  6. If you have a toothache you consult a denture. (...)
  7. What do you have to do when you are short-sited? (...)
  8. I complained of a bad headache, a main in the back and a feeling of sickness (...)
  9. He diagnosed the case as the flew. (...)
  10. It took me a weak to set well. (...)
- 7 Number the meanings of the following polysemantic words in the right order (first the main and then the secondary meanings of the words). Make up sentences of your own to illustrate the different meanings of the words below.

|                 |                                                                                                                                                                                                                             |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. aid          | a. help that is given by one country to another, especially in the form of food, machines, etc.<br>b. support or help<br>c. something that provides help and especially makes a process easier or more effective            |
| 2. to prescribe | a. to say (what medicine or treatment) a sick person should or must have<br>b. to state ( what must happen or be done in certain conditions)                                                                                |
| 3. mixture      | a. a usually liquid substance made for the stated purpose by combining other substances<br>b. a combination of things or people of different types<br>c. a set of substances mixed together so as to give a combined effect |
| 4. tablet       | a. a small round solid piece of medicine<br>b. a shaped flat piece of stone or metal with words cut into it<br>c. a small block ( of soap)                                                                                  |
| 5. doctor       | a. a person licensed to practise medicine, especially a physician, dentist or veterinarian<br>b. a person who has been awarded a doctor's degree                                                                            |

- 8 Practise making decisions in small groups.**
- a) Consider the following situations given below. Each member of the group should come to a decision on the problem described.

b) Report on your decisions and your reasons. If possible, agree on a decision.

#### Situation 1

Pete believes that people should watch as much TV as they like. In his opinion, people get a lot of important information from television. Besides, he considers that watching TV is a good form of relaxation.

His friends agree that watching TV is an intellectual activity. At the same time, some of them argue that people should limit their TV viewing to one-two hours a day. They think that television creates passivity in people. People whose primary entertainment is lounging on a couch, surrounded by junk food and fizzy drinks, eyes fixed on the TV set are humorously called “couch potatoes”.

*What do you think about this? How can TV influence people's health? How much television do you watch every day? In your opinion, what is the best way to relax?*

#### Situation 2

Some people start to run because they feel desperately unfit. But the biggest pay-off for them is the deep relaxation that they achieve by exercising. It calms people down.

At the same time, plenty of people consider that it doesn't make any sense to run in the expectation of becoming healthier. What about the chances of heart attack?

*What would you do? What's the best way of obtaining some protection from heart attack? How might a regular programme of jogging make you feel?*



#### Situation3

Nick went to a party. He has just decided to quit smoking. Some friends of his offered him a cigarette and encouraged him to smoke it up right there. Nick is aware of the challenges he is facing. He is considering two alternatives:

##### Alternative I

*If I accept the cigarette,*  
my friends will like me;  
I shall look more mature;  
I shall be one of them;  
my girlfriend won't love my decision;  
my parents will get very upset;  
it might have serious negative consequences upon my health.

##### Alternative II

*If I say 'No! and leave*  
I won't have any problems with my parents;  
There won't be any negative consequences upon my health;  
My friends will get mad at me;  
I won't be punished by school officials;  
*What others solutions or views can you offer? What arguments would you use in order to persuade your friend to stop smoking?*

- 9 Discuss the following list of reasons that support your opinion that smoking is bad and evaluate each reason.**

| Reason                                                          | Evaluation    |
|-----------------------------------------------------------------|---------------|
| Cigarettes cause lung cancer                                    | Strong reason |
| Smoking causes bad breath                                       | Weak reason   |
| Nicotine is addictive                                           | ...           |
| Cigarette smoking is one of the leading causes of heart disease | ...           |
| Smoking burns holes in clothes                                  | ...           |

Look again at the reasons in the box. Which reasons would you eliminate or what other reasons would you include if you were to persuade a classmate never to begin to smoke? Explain your choice.

### Nouns with Prepositions

*In a sentence, prepositions connect nouns, pronouns and phrases to other words.*

*In the English language there are many examples of prepositions coming after or before nouns.*

e.g. The teacher was surprised by the boy's **lack of** concern.

At the chess tournament two of our classmates were **in competition with** the best chess players from all parts of the world.

**Here are a few more nouns and prepositions which are used together:**

|                     |                    |
|---------------------|--------------------|
| fear of             | approval of        |
| in accordance with  | at ease with       |
| advice on           | out of fashion     |
| in answer to        | a reason for       |
| in association with | influence on       |
| belief in           | difficulty with/in |

### 10 Match a word from the left with a preposition from the right:

|                   |                |
|-------------------|----------------|
| 1. access         | a. for         |
| 2. addiction      | b. of/for      |
| 4. solution       | d. of          |
| 5. respect        | e. with        |
| 9. responsibility | i. to          |
| 10. connection    | j. for         |
| 11. sympathy      | k. for/against |
| 12. awareness     | l. to          |
| 13. agreement     | m. about/on    |
| 14. love          | n. to          |
| 15. arguments     | o. with        |
| 16. decision      | p. for         |
| 17. case          | r. for/against |
| 18. devotion      | s. to          |
| 19. demand        | t. on/about    |

### 11 Fill in the spaces with necessary prepositions

1. There are wonderful works ... art at this museum.
2. Their addiction ... surfing the Internet is perhaps as serious as addiction ... drugs.
3. This is not a very good reason ... spending money.
4. Their dedication ... practising Debates is impressive.
5. His knowledge ... Mathematics allowed him to win the competition.
6. Adolescents ought to show due respect ... adults.
7. She doesn't have any control ... her emotions.
8. His reputation ... being trustworthy is well known.
9. I am afraid I took your coat ... mistake.
10. My mother has a lot of wonderful recipes ... delicious pasta dishes.
11. The bond ... parents and children ought never to be broken.
12. Her talent ... learning English is amazing.
13. He gave her a cheque ... a lot ... money.

### 12 Supply either the comparative or the superlative form of the adjectives in brackets.

1. It is (good) to give than to receive.
2. He is (greedy) person I have ever met.
3. Some people are (reliable) than others.
4. Becky is by far (good) student in her class.
5. (Difficult) text of all remains to be translated.
6. (Much) money you make, (much) you spend.
7. She is (helpless) person I have ever known.
8. The hall is much (large) and far (pleasant) than the dining-room.
9. The weather is getting (bad) and (bad).
10. My (old) sister is five years (old) than I am.
11. Glodeni is 150 kilometres (far).

### 13 Answer the following questions

1. Is Moldova as large as Canada?
2. Is the Danube much longer than the Nistru?
3. Is English less difficult to learn than Chinese?
4. Are people leading sedentary lives as fit as sportsmen?
5. Is your friend more serious than your little brother?
7. Are airplane tickets to London as expensive as those to New York?

### 14 Complete these sentences with **almost, exactly, just, nearly + like + noun**:

1. David looks ... his brother.
2. This hotel is ... the Hilton Hotel.
3. The rugby ball is ... the ball used when playing the American football.
4. These twins look ... their grandmother.
5. The practice test-paper was ... the Baccalaureate examination test.

### 15 Add either ' or 's where necessary:

1. During our excursion to London we visited St. Paul Cathedral.
2. I will stay at my Granny during my summer vacation.
3. Teenagers need eight hours sleep every night.
4. To our heart content, we have seen a fall in prices recently.
5. Have you watched today TV News Programme?

### 16 Make up your own examples to illustrate each of the cases mentioned above.



*In sports and journeys men  
are known.*

English Proverb



Do you know...

what the most popular hobbies among youngsters are?

what the secret of the popularity of football is?

what the advantages of travelling by car are?

why books are considered to be our best friends?

# LESSON 1

## *I'm Having the Time of My Life*

Happiness is not achieved by the conscious pursuit of happiness;  
it is generally the by-product of other activities.

Aldous Huxley

### DISCUSSION POINTS

- 1 A recreational activity is an activity that one does for pleasure. It fosters the health and social well-being of individuals through social interaction and constructive use of time. Work in pairs. Make up short dialogues about various recreational activities. Which activities do you like doing? Why do you enjoy doing these activities?
- 2 First, work in groups to complete the chart. Then share your ideas as a class. The first example has been done for you.

| Kinds of Recreational Activities | Forms of Activities                                                                                | Points in Favour                                                               |
|----------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Diversion through Entertainment  | singing, reading, listening to music, watching movies, dancing, aerobics, pursuit of hobbies, etc. | a source of joy<br>a break from monotony<br>a diversion from the daily routine |
| Recreation through Adventure     | mountain biking, skiing, mountaineering, bungee jumping, river rafting, etc.                       | ...                                                                            |
| Sports and Games                 | ....                                                                                               | ...                                                                            |
| ....                             | ....                                                                                               | ...                                                                            |

### LISTENING

- 1 Work as a class. Talk about different hobbies, extracurricular and recreational activities high-school students can do both after classes and in their leisure time. Why do you think most people pursue hobbies?
- 2 Listen to the speaker and jot down some notes on each of the hobbies mentioned.
- 3 Review your notes and state which of the hobbies and recreational activities haven't been mentioned by you.
- 4 Discuss how different hobbies, recreational and extracurricular activities can broaden the young people's areas of interest. In what way do they provide relaxation to one's mind and body?

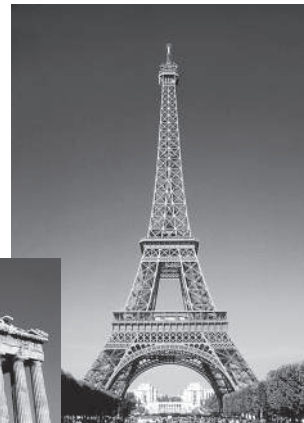
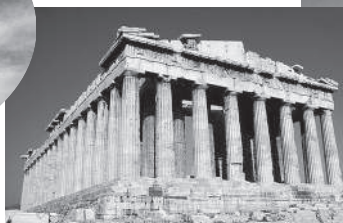
### SPEAKING

- 1 State under what circumstances you would use the idioms that come from the world of sport.  
*to play the game* means 1. *to obey the rules*, 2. (infml) *to be fair, honest, and honourable*  
*a sporting chance* means *a reasonably good chance*  
*fair play* means *honest treatment; an absence of cheating, biased actions, etc*  
*foul play* means 1. *criminal activity*, 2. *play that is against the rules*  
*to play ball (with)* (infml) means *to cooperate*  
*to play games* means 1. (of children) *be naughty*, 2. (of adults) *act without sincerity*
- 2 Fill in the suitable expression from the exercise above.  
 a) Reading other people's letters is not... .. b) Members of the opposing team refused to ... .. with us. c) A man has been found dead and the police suspect ... .. d) In debate, as well as in other extracurricular activities, everyone should respect the principle of ... .. e) If our plane is on time, we have a ... .. of getting to Paris before midnight. f) People have a moral duty to play the game in public. g) It's definitely not ... .. to cheat in exams. h) It's not good when a sportsman intends to win by ... .. i) It is not very easy to ... .. in some unfamiliar surroundings. j) He is determined to win the elections by ... .. k) She gave me a ... .. of winning by letting me start first. l) We wanted to get the committee's agreement on the new plan of actions, but they wouldn't ... .. m) It is not honourable to ... .. at important sittings of the committee.

- 3** Distribute the means of transport from the list below into three groups under the headings: *vessel, vehicle, and aircraft*. Feel free to add some more names of means of transport to the lists created.

train, jet plane, cruise ship, scooter, ice breaker, motor car (*Am. automobile*), yacht, ferry, lorry (*Am. truck*), aeroplane (*Am. airplane*), passenger liner, submarine, bicycle, cargo ship, helicopter, sailing ship, bus, motorcycle, van, tram (*Am. streetcar, trolley*), diesel locomotive, boat, man-of-war, amphibian, coach.

- 5** Look at the photographs of different places of interest from all over the world. What do you know about each of these places? Would you like to travel to anyone of them? Give 2-3 reasons to justify your answer.



- 4** The issue of environmentally friendly recreational activities and their development is very popular nowadays. Answer the following questions and then talk about alternative ways of travelling.

a. What kind of recreational facilities should be available for the inhabitants of large cities? b. What are the advantages of travelling by boat? c. How can people drive more earth-friendly? d. What makes bird watching and horseback riding environmentally friendly? e. How can people be green when travelling? f. What is eco-tourism?

## READING

- 1 From the title, discuss what you think the passage is about.
- 2 As you read, consider the following question: What does the success of the exploring expedition, according to the author, depend on?

### *Conditions of Success and Failure in Travel*

[From "The Art of Travel or Shifts and Contrivances Available in Wild Countries"  
by Francis Galton, first published in Great Britain by John Murray, London, 1872]

"The Art of Travel" is an engaging compendium of advice to travellers and explorers 'in wild parts'. The idea of the work occurred to Sir Francis Galton when he was exploring South-western Africa in 1850-1851. The following excerpt is from the chapter entitled "Preparatory Inquiries" which describes qualifications of a traveller, dangers and advantages of travel, ways of obtaining information on scientific matter, etc.

**Conditions of Success and Failure in Travel.**--An exploring expedition is daily exposed to a succession of accidents, any one of which might be fatal to its further progress. The cattle may at any time stray, die, or be stolen; water may not be reached, and they may perish; one or more of the men may become seriously ill, or the party may be attacked by natives. Hence the success of the expedition depends on a chain of eventualities, each link of which must be a success; for if one link fails at that point, there must be an end of further advance. It is therefore well, especially at the outset of a long journey,

#### WORD HOUSE

**contrivance** [kən'traɪvəns] (*usu. pl*) *n.* – a clever, often deceitful, plan; scheme

**stray**, *v.* – to wander away, especially from the right or proper path or place

**eventuality**, *n.* – a possible event or result, especially an unpleasant one

**outset**, *n.* **at/from the outset (of)** – at/from the beginning (of)

**haven** ['heɪvən], *n.* (*fig.*) – place of safety or rest

not to go hurriedly to work, nor to push forward too thoughtlessly. Give the men and cattle time to become acclimatised, make the bush your home, and avoid unnecessary hardships. Interest yourself chiefly in the

progress of your journey, and do not look forward to its end with eagerness. It is better to think of a return to civilisation, not as an end to hardship and a haven from ill, but as a close to an adventurous and pleasant life.

**3 Find the sentences in which the following phrases occur. Explain what they mean.**

exploring expedition, a succession of accidents, a chain of eventualities, at the outset of a long journey, an adventurous and pleasant life.

**4 In the passage, find words which mean the same as:**

- causing or capable of causing death;
- bovine animals, esp. domesticated members of the genus *Bos*;
- for this reason; therefore;
- a condition that is difficult to endure.

**5 Give detailed answers to the following questions:**

- What is the main theme of the selection?
- Why does the author consider that each link of the expedition must be a success?

**6 Discuss what the expression *conscious pursuit of happiness* means according to the quotation of the lesson. What other activities, besides the recreational ones, can make people happy?**

**7 Work in groups to make a list of possible problems encountered during a journey. Suggest ways of settling them.**

**8 Work in pairs. Hold a dialogue based on the situation where a man is calling a travel agent to book a trip to one of the English-speaking countries.**

**9 Work in small groups. Develop a three-week tour plan for your families, and create travel itineraries. As you work, take notes about each destination you would like to visit on your trip. Identify the precautions needed for travelling in a foreign country. Share your ideas as a class.**

## LISTENING

**1 Look at the pictures. What is happening? Where? Think about what the people in the pictures are saying to each other.**



**2 Listen to two adolescents describing their travelling experiences. Make notes as you listen.**

|                 | Methods of travelling | Countries | Reasons for the journey | Problems particular to these trips |
|-----------------|-----------------------|-----------|-------------------------|------------------------------------|
| Doina<br>Daniel |                       |           |                         |                                    |

**3 Discuss and confirm the travel arrangements for Doina and Daniel. Consider the following:**

|                             |                      |                |
|-----------------------------|----------------------|----------------|
| travel expenses             | accommodation        | return journey |
| arrival and departure dates | free time activities | other details  |

**4 Listen to another text. Complete the sentences using words you have heard in the dialogue.**

Ann: Hello, Mary. I remember somebody told me that you are going on an interesting ... to Moldova, which is somewhere in ..., I believe.

Mary: Yes, as far as I know, it's a small country in the ... part of Europe.

Ann: You are certainly travelling there by ..., aren't you? Flying itself is a ... thing, don't you agree? By the way, what is the purpose of your ...?

Mary: To make new..., to meet..., to get to know Moldovan ... and..., and to see how the Moldovans... .

## WRITING

Write a story about what you would like to see if you took a trip around the world.



## Grammar Revision

### Adjective Derivation

#### APPLYING THE KEY SKILLS

- 1 Form adjectives from the nouns in parentheses by adding suffixes out of the following: -y; -ly; -i(al); -ous; -ic(al); -ish; -like; -ary; -ery; -ful; -less; -wide. Make whatever spelling changes are necessary.**

1. The clowns were not so (fun) as we thought.
2. After that (rest) night she felt worried.
3. Every western town's population was made up of the daring, the (adventure), and the skilled.
4. The (mat) jungles of arctic willows hedged the stream in places.
5. Those were nothing but (boy) words.
6. The novel brought the author a (world) fame.
7. She is very (thank) to her mother for her advice.
8. What is the child (allergy) to?
9. I would prefer a (digit) watch to my old one.

- 2 Add adjective suffixes to the verbs given below. Make use of: -ent or -ant; -able or -ible; -ive; -ed; -ing; -some; -ile; -(at)ory; -worthy.**

1. It soon became (appear) that she was telling a lie.
2. There's nothing (amaze) about walking home alone.
3. Parents like their children to be (obey).
4. You should be more (persuade) if you want to get the job.
5. She is a kind of (quarrel), you'd better avoid her.
6. Do you think it (advise) to wait?
7. We were sure he was a (trust) person.
8. Any physical effort should be preceded by some (prepare) training.
9. She is hardly (distinguish) from her twin sister.
10. The most (annoy) thing is that you lied to us.

- 3 Supply the correct participial adjective. Keep in mind that the -ing participle has active force while the -ed participle has passive force.**

1. The horses cropped grass and there was the (comfort) sound of not being alone.
2. Why were they taking pictures with a (hide) camera?
3. Fancy a (marry) woman doomed to live on without one single quarrel with her (love) husband.
4. There was a long line of (abandon) trucks and carts on the road (lead) up the bridge.
5. Trembling from fear he came up to the gate of a house (surround) by a tall hedge.
6. She went up to the window (overlook) the garden.
7. She is not the kind of a woman who is generally (give) to conversation.
8. There was a balcony along the third floor (hold up) by the columns.

### Demonstrative Adjectives

**In English, adjectives do not change their form when used with plural nouns.**

e.g. a perfect wife – perfect wives

#### Exceptions:

- a. this – these; that – those
  - b. either; the former; the latter
  - c. many; much; (a) few; (a) little
- e.g. Mihai and Steve are friends. The former is Moldovan, the latter is English. Both boys are smart.
- Much progress has been made.  
(A) Little progress has been made.  
Less progress has been made.  
Many books have been bought.

(A) Few books have been bought.

Fewer books have been bought.

*Note: A little, a few stress the presence of something in a small quantity.*

e.g. We have a little time left.  
She has a few relatives to visit.

**Little, few** stress the *absence* of almost all quantity.

e.g. There is little time to waste.  
Silvia has very few friends.

Thus: **little** or **few** means *not a lot*  
**a little** or **a few** means *some*.

#### APPLYING THE KEY SKILLS

**Fill in the blanks with: (a) little, (a) few.**

1. She had talked with ... men, and they all were friends of her father's.
2. There was ... going on which he did not know about.
3. He was a sheriff, but he was running ... cattle and was becoming a man of some importance.
4. He found ... sticks left by some previous travellers.
5. Only ... trees were damaged by the hurricane.
6. I still have ... money left, enough to buy an ice-cream.
7. ... people in our school are friendly.

# LESSON 2

## Browsing for Books

*Reading is to the mind what exercise is to the body.*

Sir Richard Steele

### DISCUSSION POINTS

**1 Work in pairs. Talk to each other about the importance of reading. Supply specific details in answer to the following questions:**

- What hobbies or interests do you have? Give details on how your age group spends free time.
- What activities in your opinion are very important for an all-round development of the individual?
- How much time do you spend on reading? In what way can reading be useful to people?
- What is a book pal? Do you think it is important to have a friend you can swap books with?
- Where can you borrow books to read? What other printed sources of information and research do you know?

**2 Do you agree with the main idea of the quotation that follows? Why or why not?**

“All books are divisible into two classes, the books of the hour, and the books of all time.”

*Sesame and Lilies* (1865) p. 16  
‘Of Kings’ Treasures’

**3 Decide which reasons best support the experts’ opinion that contemporary students need to spend more time on reading books as they help them with their homework. Explain your answers.**



**4 Find solutions to the following situation:**

You have quite a rich private library. A friend of yours asks you to lend him a book by a well-known author to read. You start searching the book everywhere in your bookcases but you can’t find it because all your books are scattered all around the shelves. How might the situation in your library be improved? Work out a plan of arranging books in a proper order. Group the books according to the categories given below: *fairy - tales, adventure stories, poetry, dictionaries, atlases, encyclopaedias*, etc.

With your classmates, discuss how the classification of certain items is helpful to people.

### READING

**1 Read the text below and find a catchy title for the passage. Explain your choice.**

**2 Read the passage again and express your opinion about the author’s point of view on reading.**

Some people read for instruction, which is praiseworthy, some for pleasure, which is innocent, but not a few read from habit, and I suppose that this is neither innocent nor praiseworthy. Of that lamentable company I am. Conversation after a time bores, games tire me, and my own thoughts, which we are told are the unending resource of a sensible man, have a tendency to run dry. Then I fly to my book as a heavy smoker to his pipe. I would sooner read the catalogue of the Army and Navy Stores or Bradshaw’s Guide than nothing at all, and indeed I have spent many delightful hours over both of these works. At one time I never went out

#### Word House

**praiseworthy** [ˈpreɪzwɜːði], *adj.* — deserving praise

**lamentable** [ˈlæməntəbl], *adj.* — *fml* very unsatisfactory

**tire** [taɪə], *v.* — to (cause to) become tired

**unfailing**, *adj.* — (esp. of something good) always present; never lost; continuous

**frigid** [ˈfrɪdʒɪd], *adj.* — cold in manner; unfriendly

**venture** [ˈventʃə], *v.* — *fml* to risk going somewhere or doing something (dangerous)

without a second-hand bookseller's list in my pocket. I know no reading more fruitly.

I never venture far without a sufficiency of reading matter. But when I am starting on a long journey the problem is formidable. I have learnt my lesson. Once, imprisoned by illness for three months in a hill-town in Java, I came to the end of all the books I had brought

with me, and knowing no Dutch was obliged to buy the school-books from which intelligent Javanese, I suppose, acquired knowledge of French and German. So I read again after five and twenty years the frigid plays of Goethe, the fables of La Fontaine and the tragedies of the tender and exact Racine.

**3 Explain what the following phrases mean:**

lamentable company, a second-hand book-seller's list, a sufficiency of reading matter.

**4 Choose from among the meanings of the following words the ones that best convey the meaning of the author:**

**game, *n*, means:**

- a. an amusement or pasttime;
- b. a competitive activity;
- c. wild animals, including birds and fishes, such as are hunted or taken for sport or profit.

**pipe, *n*, means:**

- a. a tube used for carrying liquids or gas, often underground;
- b. a small tube with a bowl-like container at one end, used for smoking tobacco;
- c. a simple tubelike musical instrument, played by blowing.

**5 Comment on the personality of the main character of the selection. Cite the text.**

**6 Identify the main idea of the text and restate it in your own words.**

## SPEAKING

**1 Tell the class what type of reader you are and what sort of books you prefer to read, as a rule.**

**2 Role play the following situations:**

a. You have recently read a great book. You want to persuade a friend of yours that it is worth reading. Tell enough about the plot of the literary work to get your friend interested in reading it, but don't tell too much. Let him/her ask you questions about the main events and characters in the story.

b. A counselor at the school you want to attend is interviewing you. The counselor notices that you haven't done any extra reading for the last two months and asks why.

c. Someone in your class asks you to lend him/her one of your books. He/she returns it with pages missing. You begin to resent that he/she does this all the time.

**3 List several reasons to support the following claims. Then write *fact* or *opinion* next to each reason.**

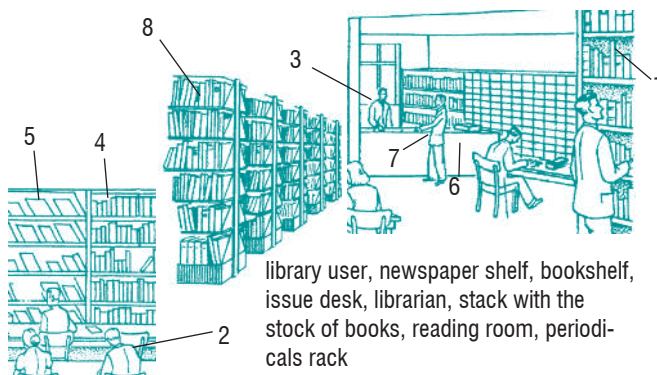
- a. Reading can relax our mind and can remove our stress and tension.
- b. Book-reading will help us to express our thoughts clearly.
- c. We will learn to analyze things critically if we practice the habit of book-reading.
- d. Reading can develop our vocabulary.
- e. Another great benefit of reading books is that we can acquire a good knowledge about different topics.

**4 Is reading an important part of your life? List 4-5 factors that have influenced positively the development of your personality. Discuss with your classmates how knowledge helps people in their life.**

**5 Read the information about E-books and discuss how they can improve people's habit of book-reading.**

Thanks to the advanced technological developments, we are able to read books conveniently with the help of a portable electronic book reader. We can read such books wherever we are. E-books are electronic versions of hard-bound books. If you have an E-book, you can even have bookmarks on pages, make notes, etc. on it. Highlighting pages and saving some of the portions are also possible.

**6 Match each of the following parts of a library with the correct number in the picture:**



- 3** Below you can see the photographs of some of the most famous libraries in the world. Look for some additional information about any of these or other buildings of libraries, reading halls, librarians, readers, etc.



*Library, Lincoln's Inn, London*



*National Library, Hofburg Palace, Vienna*



*Library of Congress, Washington D.C.*

- 4** Roleplay a conversation between your school librarian and you as a subscriber to the library.

The librarian declares that as a new reader you should fill in your library card. He/she tells you that you should be careful with books and should not damage them in any way. You want to find out more information about how to use the catalogues and reference books, and whether you can find periodicals, newspaper files and magazines to borrow in the reading hall.

- 5** Read through the Info Box and the *Learner Training* rubric and state how you can efficiently find and use print and nonprint sources of information.

## LEARNER TRAINING

### Strategies for Reading

**Predict.** Try to figure out what will happen next and how the selection might end. Then read on to see how accurate your guesses were.

**Visualize.** Visualize characters, events, and setting to help you understand what's happening. When you read nonfiction, pay attention to the images that form in your mind as you read.

**Connect.** Connect personally with what you're reading.

**Question.** While you are reading, question what is happening. Searching for reasons behind events and characters' feelings can help you feel closer to what you are reading.

**Clarify.** Stop occasionally to review what you understand, and expect to have your understanding change and develop as you read on. Reread and use resources to help you clarify your understanding.

**Evaluate.** Form opinions about what you read, both while you're reading and after you have finished reading. Develop your own ideas about characters and events.

## INFO BOX

### Finding Sources

Good research involves using the wealth of resources available to answer your questions and raise new questions. Knowing where to go and how to access information can lead you to interesting and valuable sources.

### Reference Works

Reference works are print and nonprint sources of information that provide quick access to both general overviews and specific facts about a subject. These include: dictionaries, thesauruses, glossaries, encyclopaedias, almanacs and yearbooks, atlases, specialized reference books and electronic sources.

One kind of specialized reference is a periodical.

Many periodicals, or journals, are intended for specialized or academic audiences.

## LISTENING

- 1** You are going to listen to a text about the importance of the New York Public Library. Try to guess what words might be used to describe the important role the New York Public Library plays in the process of spreading knowledge and information throughout the world.

- 2** Listen to the text and fill in the missing words.

The New York Public Library, Astor, Lenox and Tilden Foundation, comprises 4 ... in Manhattan, and 85 ... in the Bronx, Manhattan, and Staten Island. With more materials than in any other public library in the..., it is also the largest research library with one of the largest ... in the world. Computer technology makes its ... of holdings accessible to users ... There are currently 2.34 million cardholders, more than in any other ... in the nation.

## WRITING

Write a 200 - word essay reviewing books you have recently read. Your essay should include the description of events and characters. In small groups, present your review to your classmates. Evaluate what you have written. How can you improve the structure of the essay?



## Grammar Revision

### The Adverb

An adverb is a word that modifies a verb, an adjective, or another adverb.

Adverbs fall into several types.

- 1 Adverbs of manner.** They modify a verb and answer the question “how?”  
e.g. carefully, awkwardly, softly, quickly
- 2 Adverbs of place and direction.** They modify a verb and answer the question “where?”  
a.g. in Japan, to the country, from school, over here, below, indoors, etc.
- 3 Adverbs of time.** They modify a verb and answer the question “when?”  
e.g. recently, in June, lately, already, still, since

- 4 Adverbs of frequency.** They modify a verb and answer the question “how often?”  
e.g. twice (a day), every (week), on weekdays, never, always, occasionally, regularly, etc.
- 5 Adverbs of degree.** They modify a verb, an adjective, a noun or an adverb and answer the question “to what extent?”  
e.g. quite, fairly, rather, almost, a bit, somewhat
- 6 Adverbs called “intensifiers”.** They are used with adjectives, adverbs and sometimes with verbs.  
e.g. very (much), so (much), pretty (well), very (good indeed), extremely (useful), greatly (admired), deeply (respected).

Note: Some words such as:

|                                                         |                                      |
|---------------------------------------------------------|--------------------------------------|
| a) high, late, long, low, near, deep, early, fast, hard | } can be both adjectives and adverbs |
| b) hourly, daily, weekly, monthly, yearly               |                                      |

### Comparison of Adverbs

Adverbs form their degrees of comparison in the same way as adjectives do.

A one-syllable adverb will get *-er* in the comparative degree and *-est* in the superlative degree.

Note: the definite article *the* is omitted before the adverb in the superlative degree

e.g. fast - faster - fastest; soon - sooner - soonest

A two-or-more-syllable adverb will get *more* in the comparative degree and *most* in the superlative degree.

e.g. rapidly - more rapidly - most rapidly.

### Adverbials in Final Position

An adverb or an adverbial group that is used in final position appears after the verb and any object(s) it may have.

When more than one adverbials occur in final position, the usual order is: **place; manner; time**

e.g. She visits her mother in the country more often this year.

Actually, there is some degree of flexibility in the sequence of adverbials in final position and mainly:

- a shorter adverbial precedes a longer one;
- a one word adverbial of place (here, there, away) usually remains closest to the verb;
- an adverbial of definite time (tomorrow, the day before yesterday) usually comes last.

### APPLYING THE KEY SKILLS

- 1 State whether the words in bold are adjectives or adverbs.**
  - Let us have an **early** reply.
  - Spring may come **late** this year.
  - He is working on his **monthly** report.
  - This newspaper appears **daily**.
  - It happened **long** before you were born.
  - They tried **hard** to lift the log.
  - My watch is **fast** indeed.
- 2 Use the proper form of the word in parentheses.**
  - This dress suits her (perfect) well.
  - Sue is a (real) keen chess player.
  - They tried (hard) to convince her.
  - An (unusual) hot sun was shining (direct) overhead.
  - You should practise (faithful) until your voice is under (perfect) control.
  - He was (real) an (awful) nice fellow and she found him (surprising) easy to talk to and (entire) different from others.

# LESSON 3

## Literary Focus The Reading Public

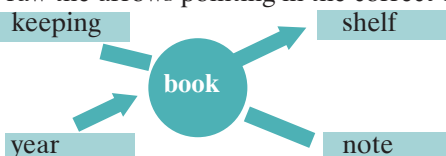
*Some books are to be tasted; others to be swallowed; and some few to be chewed and digested.*

Francis Bacon

### DISCUSSION POINTS

#### 1 Work with a partner.

- a. Draw the arrows pointing in the correct direction.



- b. Complete the map with the words from the box below. Point the arrows correctly.

mobile, binding, store, stall, guide, record, maker, seller, mark, story.

- c. Explain the meaning of each of the word combinations in **a** and **b**.

- d. Use some of them in sentences of your own.

#### 2 Use either brainstorming or brainwriting to generate ideas on the topic: "A good book is...". Select the best variants and write them on the blackboard.

#### 3 Explain the quotation of the lesson. How do the statements you have written on the blackboard compare with those in the quotation?

### READING

#### 1 Work in three groups.

- a. Read the title of the text following, then look through the words and expressions given in the three boxes below and decide which of them you think most appropriate to occur in the text. Explain why.

**A** librarian, to guess at a glance, language experience, bound to make a sensation, at a different price, to keep track of, to have an intention, from curiosity.

**B** book store, buried in a book, a powerful thing, a charming love story, it is safe, a slight doubt, fiction, have a wonderful sale, up-to-date methods, stress.

**C** ancient classics, to be deceived in someone, to make a sensation, masterpiece, rainy season, a critic, a slight doubt, a sweet story, to look well.

- b. Read the text and check your answer. Note the line each of the words are met in. Explain what they mean.

#### 2 Read the text more carefully. Decide what the best answer to each question or statement is.

- What does *at a glance* mean?
  - at first sight
  - immediately
  - exactly
- When people *hang around* they
  - keep asking questions
  - are in a very critical state
  - stand doing nothing definitely
- Which of the following meanings of *sweet* are secondary and which is the main one?
  - charming
  - fresh and pure
  - tasting like honey
- It's having a wonderful sale* means:
  - the price is very low
  - there is too much of something
  - something is sold like hot cakes
- What does one mean by *shaking* his/ her head?
  - he/ she is shocked
  - he/ she indicates "no"
  - he/ she is troubled
- At any rate* means:
  - in any case
  - at any value
  - at least

## THE READING PUBLIC

After S. Leacock

"Wish to look about the store? Oh, by all means, sir," said the manager of one of the biggest book stores in New York. He called to his assistant, "Just show this gentleman our ancient classics - the ten-cent series." With this he dismissed me from his mind.

In other words, he had guessed at a glance that I was a professor. The manager of the biggest bookstore cannot be deceived in a customer. He knew I would hang around for two hours, get in everybody's way, and finally buy the *Dialogues of Plato* for ten cents.

He despised me, but a professor standing in a corner buried in a book looks well in a store. It is a sort of advertisement.

So it was that standing in a far corner I had an opportunity of noticing something of this up-to-date manager's methods with his real customers.

"You are quite sure it's his *latest*?" a fashionably-dressed woman was saying to the manager.

"Oh, yes, madam, this is Mr. Slush's very latest book, I assure you. It's having a wonderful sale." As he spoke he pointed to a huge pile of books on the counter with the title in big letters - *Golden Dreams*.

"This book," said the lady idly turning over the pages, "is it good?"

"It's an extremely powerful thing," said the manager, "in fact, it's a masterpiece. The critics are saying that without exaggeration, it is the most *powerful* book of the season. It is bound to make a sensation."

"Oh, really!" said the lady. "Well, I think I'll take it then."

Suddenly she remembered something. "Oh, and will you give me something for my husband? He's going down south. You know the kind of thing one reads on vacation?"

"Oh, perfectly, madam. I think we have just what



your husband wants. *Seven Weeks in the Sahara*, 7 dollars; *Six Months in a Wagon*, 6 dollars; *Afternoons in an Ox-cart*, two volumes, 4 dollars 30 cents. Or here, now, *Among the Cannibals of Corfu*, or *Among the Monkeys of New Guinea*, 10 dollars." And with this, the manager laid his hand on another pile as numerous as the pile of *Golden Dreams*.

"It seems rather expensive," remarked the lady.

"Oh, a most expensive book," repeated the manager in a tone of enthusiasm. "You see, it's the illustrations, actual photographs of actual monkeys and the paper."

The lady bought *Among the Monkeys*.

Another lady entered, a widow, judging by her black dress.

"Something new in fiction," repeated the manager, "yes, madam, here's a charming thing, *Golden Dreams*, - a very sweet story. In fact, the critics are saying it's the sweetest thing Mr. Slush has done."

"Is it good?" said the lady.

"It's a very charming love story. My wife was reading it aloud only last night. She could hardly read for the tears."

"I suppose it's quite a safe book?" asked the widow anxiously. "I want it for my little daughter."

"I assure you it's perfectly safe. In fact, it is written quite in the old style, like the dear old books of the past; quite like", here the manager paused with a slight doubt, "Dickens and Fielding and - er - so on."

The widow bought *Golden Dreams*, received it wrapped up, and left.

"Have you any good light reading?" called out the next customer in a loud cheerful voice. He had the air of a man starting on a holiday.

"Yes," said the manager, and his face almost broke into a laugh. "Here's an excellent thing, *Golden*

### WORD HOUSE

**dismiss**, v. — to put away from the mind

**glance**, n. — quick look

**despise** [dis'paiz], v. — to feel contempt for; consider worthless

**pile** [paɪl], n. — number of things lying one on another

**fiction**, n. — (branch of literature concerned with) stories, novels and romances

**light**, adj. — (of books, plays, music) primarily for amusement, not for serious entertainment of study

**string**, n. — the first/ the alternative person or thing relied on for achieving one's purpose

**rotten** [rɒtn], adj. — (slang) very unpleasant or undesirable

*Dreams*; quite the most humorous book of the season. My wife was reading it last night. She could hardly read for laughing."

After that the customers came and went in a string. To one lady, *Golden Dreams* was sold as just the reading for a holiday, to another as the very book to read after a holiday; another bought it as a book for a rainy day, and a fourth, as the right sort of reading for a fine day.

*Among the Monkeys* was sold as a sea story, a land story, a story of the jungle, a story of the mountains and each time at a different price.

After a busy two hours, I drew near and from a curiosity that I couldn't resist said, "That book, *Golden Dreams*, you seem to think it's a very wonderful book?"

The manager knew that I had no intention of buying the book, so he shook his head. "Frankly speaking, I imagine it's perfectly rotten."

"Haven't you read it?" I asked in amazement.

"Dear me, no!" said the manager. His air was that of a milkman who is offered a glass of his own milk. "A pretty time I'd have if I tried to read all the new books.

It's quite enough to keep track of them without that."

"But those people," I went on, deeply puzzled, "won't they be disappointed?"

"By no means!" he said. "They won't read it. They never do."

"But at any rate your wife thought it a fine story," I insisted.

The manager smiled widely. "I am not married, sir."

### Phrases and Idioms

**to dismiss someone from one's mind** — to stop thinking about

**to guess (something) at a glance** — to form an opinion at once

**to be deceived in (someone, something)** — to be misled (by)

**to be bound to (do something)** — to be destined to; to be certain to...

**to break into a laugh (tears)** — to begin laughing (crying) suddenly

**to have an intention of (doing something)** — to have in mind as a purpose or plan

**to keep/ lose track of (somebody, something)** — to follow/ fail to follow the course or development of

**at any rate** = in any case;

### 3 Match each word on the left with its definition on the right.

- |                  |                                          |
|------------------|------------------------------------------|
| 1. numerous      | a. of the present time                   |
| 2. advertisement | b. one who controls business             |
| 3. enthusiasm    | c. a work done with great skill          |
| 4. manager       | d. public announcement                   |
| 5. up-to-date    | e. great in number                       |
| 6. counter       | d. uncertainty of thought                |
| 7. masterpiece   | f. a series of issues of a periodical    |
| 8. volume        | g. table where goods are shown in a shop |
| 9. doubt         | h. lively interest                       |

### 4 Identify the relationship between each pair of words by writing Synonyms(S) or Antonyms(A).

- curiosity — interest
- enthusiasm — coolness
- exaggeration — overestimation
- husband — spouse
- expensive — cheap
- disappointed — satisfied
- idly - lazily
- rotten — unpleasant
- to resist — to submit
- to deceive — to mislead

### 5 Circle the correct preposition in these sentences.

- They are in / on vacation now.
- Why is she speaking on / in such a serious tone?
- Keep aside, please, and don't get in / on my way.
- We bought the house on / at a reasonable price.
- He was looking in / into my eyes trying to convince me of / about his honesty.
- Why does she insist so much on / at buying the book if she is not interested about / in reading it?

### 6 Complete the following sentences with nouns formed from the words given on the right.

- We know nothing about his ..., it may be no more than a gossip.
- Does she always speak with that air of ...?
- They gave me a definite ... that the money order will be received by 2 o'clock.
- She thinks herself to be the very ... of beauty and wit.
- Who will cover all their travelling ...?
- She has enough ... to win anyone over.
- To our great ..., it started to rain.
- We resent your ... that the debt should be paid at once.

dismiss  
finally  
assure  
perfectly  
expensive  
charming  
disappointed  
insist

**Discuss the following.**

1. The professor was offered a ten-cent series. Do you know why?
2. Why did the manager dismiss the professor from his mind?
3. Why did the professor think that the people who bought what they had been offered might have been disappointed?
4. Why was the manager quite sure that the customers wouldn't read the books they had purchased?
5. What do you think the manager knew about Dickens and Fielding? Give reasons.
6. Did the manager have a high opinion of all the customers? Whom did he consider his real customers? What was his only aim?
7. Think of some words and expressions you might use to describe:
  - a. the professor; b. the manager; c. the customers.
8. What methods do the managers and shop assistants of today use to please their customers? Give a concrete example, if possible.
9. Why do some customers, even today, insist on buying the latest books, the ones that are the most expensive, the most colourful and pleasant to look at?
10. How do you decide what to buy?
11. What does "the reading public" really symbolize? Explain your answer.
12. Think of another title to the story. Explain your choice.

**LITERARY FOCUS**

**Tone** is the attitude a writer takes toward a subject. Tone reflects the feelings of the writer. The tone can be sad, funny, loving, tender, humorous, etc.

The **author's purpose** is the reason behind his or her writing. The author's purpose is usually to entertain, teach, inform, convince, help, captivate, justify etc.

**Mood** is the feeling or atmosphere that the writer creates for the reader. Descriptive words, the setting, and the figurative language contribute to the mood of a work.

**Narrator** is the character or voice from whose point of view events are told.

*Apply Your Knowledge*

1. Is the tone of "The Reading Public":
  - a. light and funny?
  - b. serious and quiet?
  - c. terrifying?

2. What was Stephen Leacock's purpose in writing this story?

What mood does St. Leacock create in this piece of literature for the readers?

Who is the narrator in "The Reading Public"? Why did the author choose this narrator?

**INFO BOX**

**Common transitions**

- **chronological order:** first, second, then, at first, immediately, as soon as, after, finally, thus,
- **spacial order:** above, below, right, beyond, east, inside, behind, next to, etc.
- **order of importance:** first, second, more/ most important, the least, the largest, besides, another, one reason, to begin with,
- **developmental order:** furthermore, however, despite, in addition, therefore, also, moreover, although.

**Learner Training**

**The summary** is a concise condensation of a longer piece of writing, covering only the main points of the original. It does not include personal comments or interpretations.

**Feature of a Summary**

1. A summary is usually no more than one third the length of the original.
2. A summary provides the main ideas of the original, omitting all of the details except a few vital ones.
3. A summary presents the main ideas in the same order as the original.
4. The summary expresses the main ideas of the original in the summary writer's own words.

**Steps in Writing a Summary**

1. Find the main ideas (if stated directly) or express the main idea (if it is implied).
2. Reduce sentences, clauses and phrases.
3. Paraphrase the original word using synonyms and varying sentence structure.
4. Use transitions and other connecting devices to make your summary flow smoothly.
  - repeat a key word from an earlier sentence.
  - use new words to repeat an idea from an earlier sentence.
  - use a pronoun in place of a word used earlier.
  - use transitional words and phrases (see the Info Box).
5. Avoid using direct speech.

**WRITING**

**Write the summary of the story *The Reading Public*. Follow the steps indicated in the *Learner Training* rubric.**

# LESSON 4

## Culture and Civilization

### Nothing Ventured, Nothing Gained

#### READING AND SPEAKING

- 1 Work as a class. From the title, discuss what you think the selection is about.
- 2 As a class, make a list of places and events in which people showed courage and willingness to run risks in order to explore the world.
- 3 Find out additional information about Christopher Columbus, a skilled sea-captain and a daring man and share your story with your classmates.

### Discoverer of a New World

In the middle of October, 1492, three small ships were nosing their way westward across the Atlantic, the *Santa Maria*, of 100 tons and with a crew of 52 seamen under the Admiral of the Ocean, **Cristopher Columbus** and two caravels, the *Pinta* and the *Nina*. Their voyage was to add a vast continent to the maps and give a new frontier to the civilized world. At that time, men had learned that the earth was round, but no man had yet made a journey from east to west, or from west to east, in a great circle to prove it. Their maps carried huge blanks, the question marks of geography.

Columbus was a Genoese sea-captain, now in the service of Spain. In this year, 1492, he was a man of about forty, an experienced seaman who had voyaged to the far-distant land of Thule. Probably, this was the country which is called Iceland nowadays. He had made a special study of geography and astronomy, and had corresponded with learned men on these subjects.

Columbus was convinced that if the world was round it should be possible to steer west from Europe and come at last to China. The Venetian traveller, Marco Polo, had gone eastwards overland to China, and there he had seen the blue waters of the Pacific

Ocean lapping the sun-warmed shore. Columbus was convinced that the same waters washed the rocky coasts of Spain.

Columbus had bent every effort to persuade the monarchs of Portugal and Spain to finance him and thus encourage the great plan that had been forming in his mind, to make westward to China.

At last, the Spanish monarch, King Ferdinand, agreed to support that triumphant voyage financially. Columbus discovered unknown lands and annexed them for the crown of Spain. The King appointed him viceroy and governor-general over all those lands, with the title of Admiral.



### The Challenge of Modernization

- 1 Sports have always played an important part in people's lives. Work in pairs. Discuss how modern inventions, for example the computer, have been changing the way many sports are played nowadays.

### Sports and the Use of Computers

Today, many athletes have two coaches that help them play better in sports. The first coach is a person who watches the players and shows them how to perform better. The second coach isn't a person at all. It can't

run or yell or cheer. It is made of wire, plastic, metal, and glass. The second coach is a computer.

More and more athletes, together with their coaches have been using computers to help them in their train-



ing for sports. Computers will never take the place of people as coaches, but they can help in many different ways.

Coaches often use computers to keep track of numbers. With these numbers, computers can help coaches make important decisions.

By using facts from the past, computers can help athletes prepare better for what will happen. People can't remember as much as machines can. People also can't

pick out the right facts as quickly as a computer can. The picture printed out by a computer shows how the bicycle rider should push the pedals with his or her feet to get the most power with the least work.

A computer can record how you hold a tennis racquet or golf club when you swing it. A tennis player's serve can be broken into parts and displayed on a computer screen where it is analyzed by his/ her trainer. Computers are used to measure the oxygen capacity of a bicyclist's or a swimmer's lungs. A computer also analyses the walkers' performance.

People have been playing sports for thousands of years before computers were thought out. Yet computers have made a big change in the way sports are played today. With coaches and computers helping them, today's athletes are racing faster, jumping higher, and playing tennis better.

There is a well-known saying that two heads are better than one. This means that two ways of thinking about an idea are better than just one way. In sports, two coaches are truly better than one!

*from 'Computer Coaching'  
by Brett M. Goodman*

## 2 Supply answers to the following questions.

- Why do coaches and athletes use computers?
- What helpful information can computers offer to athletes?

## 3 Read the text below and express your own opinion on the topic discussed. Why do you think library modernization in Moldova should become one of the priorities in the process of improving the system of education?

### *Children Information Skills Development Centres*

Library modernization is one of the main priorities in the process of improvement of communication and interlibrary co-operation.

In many cities, in highly developed and less developed countries of the world, libraries have at their disposal Video recorders, CD players and computers. They have CDs, CD-ROMs, video/ audio records with all kinds of educational and entertainment programmes as well as educational computer games, and database subscriptions.

Computers at libraries are provided with the corresponding programmes and assist in the development of logical services.

The first library automation systems were introduced in the UK, USA and Canada in the early 1970s. In Moldova, however, such library systems appeared in the middle of the 1990s.

Steps that should be taken in order to ensure true modernization of libraries in Moldova include: adopting a global perspective; creating a more flexible library staff, taking full advantage of new technologies, promoting interlibrary co-operation by adopting common policies and finding a clear place in the market.

#### **WORD HOUSE**

**CD, n.** — a compact disc

**CD-ROM, n.** — compact disc read-only memory; a compact disc on which very large quantities of information can be stored for use by a computer

**database, n.** — a large collection of data that is stored in a computer system in such a way that it can easily be found by a computer user

## 4 Find out what your classmates think about the importance of new information technologies. How do they contribute to the acquisition of a well-rounded education?

# LESSON 5

## More English?

### 1 Answer the questions:

- What are the most popular sports in Great Britain and in Moldova? What games are popular in these countries?
- Have you ever watched competitions at the stadium? What were your impressions?

### 2 Compare and contrast. How are the three pictures alike? How are they different?

### 3 Read through the following information and explain to your partner how to play American football.

a. Each team has exactly eleven players on the field at all times, but they replace each other frequently. Each member of each team performs a precise task.

b. Teams prepare a strategy in a huddle (circular grouping) before each play.

c. The objective of the game is quite straightforward. The offense has possession of the ball and tries to score with it. The defense tries to prevent the offensive advance down the field, protecting its goal line against attack.

d. Each game consists of four quarters of fifteen minutes each.

e. The football itself is a leather ball designed for easy flight. It looks like a lemon.



f. Players have to use their hands to play instead of their legs. There are no goal keepers.

g. The match is started with a kick-off of the ball into the opposing team's territory.

### 4 Now explain how to play rugby. Make use of the key-words and phrases given below.

- two teams of either 13 or 15 players
- an oval (egg-shaped) ball
- Rugby school
- no substitutions are allowed
- huddles are not permitted
- to carry the ball over the opponent's goal line
- forward passing is not allowed
- to pass the ball underhand, often with both hands

### 5 How would you explain how to play soccer? As a class, decide what makes soccer one of the most favourite recreational activities for many people around the world.

### 6 Roleplay the following situation:

Your friend and you are part of the school selection committee for a sports competition. There are a lot of good sportsmen among your colleagues but you have to select only three. Your task is to choose the best candidates for the competition. Choose the candidates in accordance with their

- results in sporting events
- personality traits
- desire to participate

Discuss and explain why it is important to state how effective they are as team players.

## LEARN ENGLISH WITH A SMILE



Once a salesman, who had been travelling for years on a certain railway in America, found to his surprise that the train had come in on time.

He immediately went to the guard and said:

"Here's a cigar. I want to congratulate you. I have been travelling on this railroad for fifteen years, and this is the first time I have seen a train coming in on time."

"Keep the cigar," said the guard, "this is yesterday's train."

**7** With your partner, decide how you can learn more about the people in your own country by visiting other countries.

**8** Make up short dialogues or situations using the remarks below.

- a. It's up to you - we can either fly or go by train.
- b. Porter, will you see for my luggage, please?
- c. The suitcase and bag can go on the luggage-rack.
- d. No, we didn't. We only saw its coast from the deck.
- e. If I had a lot of money, I'd travel to ...
- f. Let's take the Metro, it'll be the quickest way to get there.
- g. How long does the train stop at...?
- h. We got very tired from our three day journey on the train.

**9** Here are some people explaining why they are fond of travelling. What methods of travelling are they describing? Which of the methods of travelling have not been mentioned by the speakers?

Jane: It is more comfortable, more convenient and, of course, far quicker than any other methods of travelling.

Bill: From the comfortable corner seat you have a splendid view of the whole country-side. Besides, if the journey is a long one, you can have a wonderful bed in a sleeper.

Nick: I love to see the beautiful sunset at sea, to hear the cry of the sea-gulls, and to see the rise and fall of the waves.

Ann: I love to take mountain paths through the heather, to wander by the side of quiet lakes and through the shade of woods.

**Mind the difference between the synonyms of the word travel.**

The general activity of moving from place to place is **travel**. It means making a journey, especially a long one in foreign countries, in search of pleasure, adventure, etc.

**Journey** is travel from one place to another, usually taking a rather long time.

**Trip** is a course of travel, either for business or pleasure.

**Tour** is 1. a long journey including the visiting of a number of places in sequence. 2. a journey for fulfilling engagements, as by musicians, politicians or theatre companies.

**Voyage** is 1. a journey by ship, especially for a long distance. 2. a long journey through air or space.

**Globetrotting** is travel widely over the world, usually for sightseeing.

**Peregrination** is 1. a course of travel; journey. 2. travel from one place to another, especially on foot. 3. a long and wandering journey, especially in foreign countries.

**Ramble** is 1. a long walk in the countryside. 2. an aimless walk for pleasure.

**Excursion** is 1. a short journey, usually for pleasure or enjoyment (=trip). 2. a trip or visit to an interesting place, especially one that is arranged or recommended by a holiday company or tourist organization (=outing).

**10** Insert the missing words in the sentences below. Consult the Learner Training information.

- 1. He came home after years of foreign ...
- 2. Did you go to Rome during your ...?
- 3. The ... from England to Australia used to take several months.
- 4. We'll have time for a ... to France next weekend.
- 5. The National Youth Theatre is on ... in the north of the country at present.
- 6. We went on a guided ... round the castle.
- 7. Another pleasant ... is the coral reef in Bermuda, 18 miles away.
- 8. At each port we went ashore and made most wonderful ... into the depth of the country.
- 9. Mark was sent to the Far East on a business ...
- 10. A ... is a long journey on a ship or in a space-craft.
- 11. The well-known jazz band are currently on a four-month ... of Latin America.
- 12. In New Zealand, Tom's father took him on an ... to Auckland.
- 13. He was on a ten days ... across the desert.
- 14. Every year, more and more people discover that ... whether for a month or an entire vacation, is the perfect way to meet new people and see a lot of countries.
- 15. They enjoyed the two hours ... through the woods.
- 16. I really got a huge amount of satisfaction out of following my friend's ... online.
- 17. My friend and his family are headed out for a two-year ... around the world.
- 18. They do enjoy a ... in the countryside and through the woods.
- 19. The ... of the Westminster Abbey was exciting.
- 20. Several days ago, I enjoyed a quick ... to Orheiul Vechi which is situated not far from Chişinău.
- 21. The ... across the Pacific Ocean took five weeks.
- 22. I love going on shopping ... with my sister.
- 23. Before setting on a ... through the USA, we bought a map.
- 24. ... expenses will be paid by sponsors.
- 25. On the return ... we visited the old medieval castle.

## 11 Fill in the blanks with prepositions wherever necessary:

1. When the teacher entered ... the classroom ... the Lowood charitable institution, all the boys rose ... their feet to greet him.
2. The old man could hardly climb ... the stairs.
3. The door opened, a man motioned ... me to enter, and I was admitted ... the house.
4. I did enjoy my thirty days vacation ... the Alps, but I was very lonely ... my friends whom I had left ... home.
5. The dog is hiding ... the porch ... the house.
6. The train went ... the tunnel.
7. This plateau is ... sea level.
8. They have been gone ... Paris ... Wednesday.
9. He had to leave the office early ... Thursday.
10. The small lizard crawled out ... the rock.
11. The ball went ... the basket.

12. The football rolled ... the road.
13. Jane spilled the juice ... the carpet.
14. The policeman told the young man to drive ... the city.
15. The weather was hot and the children jumped ... the pool.
16. Place your groceries ... the shopping bag, please!
17. The students went ... the headmaster's room.
18. Our new neighbours moved ... the house next door two weeks ago.
19. It took us 7 hours to fly ... Paris ... New York.
20. When did you arrive ... London?
21. The train arrived ... the railway station later than we expected.
22. The courageous boys decided to swim ... the river.
23. The computer monitor is ... the lamp.
24. The teacher read the newspaper article ... class.
25. The insect crawled slowly ... the log.

## 12 Express the following in one word.

1. What are stories or novels about imaginary people and events, as compared to other sorts of literature like history or poetry?
2. What is a book giving a list of the days of a year, together with the latest information on many topics, including famous people, business trends, government and sports?
3. What is a special kind of nonfiction book which tells the story of a person's life?

4. What is writing that is about real facts or events rather than imagined things; not poetry, plays, stories or novels?
5. What is a book or a set of books dealing with every branch of knowledge, or with one particular branch, usually in alphabetical order?
6. What is a book that is looked at when one needs information rather than read from beginning to end?

## 13 Place the adverbials in parentheses in the most usual position. Note other possible positions for these adverbs. The table on the right will help you.

1. (hardly) There is any place to put up the tent.
2. (enough) I came to school early.
3. (quite) We enjoyed climbing the mountain.
4. (rather) He was pleased to win the prize.
5. (sometimes) The child is not very well.
6. (from time to time) She comes to see us.
7. (during) Nobody came to visit granny the entire winter.
8. (usually) She walks home (after classes).
9. (suddenly) The puppy came up to the stranger and began to bark.
10. (this evening) I had a telephone call.
11. (almost never) She loses her temper.
12. (thoroughly) The case is being investigated.
13. (seldom, in summer) We stay in the city.
14. (frequently) They are absent from school.

| TYPES of Adverbs               | POSITION                                                |
|--------------------------------|---------------------------------------------------------|
| Adverbs of manner              | final<br>but also:<br>mid-position,<br>initial-position |
| Adverbs of place and direction | final<br>but also:<br>initial                           |
| Adverbs of time<br>definite    | final<br>but also:<br>initial                           |
| indefinite                     | mid-position<br>but also:<br>initial<br>final           |
| Adverbs of frequency           | mid-position<br>but also:<br>final<br>initial           |
| Adverbs of degree              | final<br>but also:<br>mid-position                      |
| Intensifiers                   | They appear directly before the words they modify       |



*The difference between a good public worker and a bureaucrat is that a good public worker finds a solution for any problem but a bureaucrat makes a problem of any solution.*



Do you know...  
what a Shopping Centre is?  
how to find the best place to eat?  
where to travel in London?



# LESSON 1

## Shopping

*The customer is always right.*

Modern English Saying

### DISCUSSION POINTS

Discuss the following.

- Do you like shopping?
- What things do you like to buy?
- Who does the shopping list in your family?
- Are you always satisfied with the things you buy?
- What do you do if the goods you bought are not qualitative?
- Look at the following goods and products and say in what types of shops they can be bought.

### WORD HOUSE

**department store** — a large shop where many types of goods are sold in different departments;

**fishmonger** ['fɪʃmɒŋɡə], — a person whose job is to sell fish in a shop;

**baker** ['beɪkə], — a person whose job is baking and selling bread;

**butcher** ['bʊtʃə] — a person whose job is to sell meat

**types of shops:** book shop, households, drug store, greengrocer's, men's/ women's underwear, shoe department, sport clothes, sport tools, etc.

**safety food** — food that is not offensive



### READING

1 Read the text and tell if the gentlemen have been successful in shopping. Explain why.

The other day my friend George came to see me and brought a small book with him. It was a guide to English conversation for the use of foreign travellers. George said, "My idea is to go to London early on Wednesday morning and spend an hour or two going about and shopping with the help of this book. I want one or two little things — a hat and a pair of bedroom slippers."

On Wednesday we arrived at Waterloo station and went to a small boot shop. Boxes of boots filled the shelves. Black and brown boots hung about its doors and windows. The man, when we entered, was opening with a hammer a new case full of boots.

George raised his hat, and said "good morning".

The man did not even turn around. He said something which was perhaps "Good morning" and went on with his work.

George said: "I have been recommended to your shop by my friend, Mr.X."

The answer to this in the book was "Mr.X. is a

worthy gentleman; it will give me the greatest pleasure to serve a friend of his."

What the man said was: "Don't know him; never heard of him."

This was not the answer we expected. The book gave three or four methods of buying boots; George had selected the most polite of them centred round "Mr.X." You talked with the shopkeeper about this "Mr.X." and then you began to speak about your desire to buy boots, "cheap and good". But it was necessary to come to business with brutal directness. George left "Mr. X", and turning back to a previous page, took another sentence. It was not a good selection; it was useless to make such a speech to any bootmaker, and especially in a bootshop full of boots.

George said: "One has told me that you have here boots for sale".

For the first time the man put down his hammer, and looked at us. He spoke slowly. He said: "What do you think I keep boots for — to smell them?"

He was one of those men that begin quietly and get more angry as they go on.

“What do you think I am”, he continued, “a boot collector? What do you think I’m keeping this shop for — my health? Do you think I love the boots, and can’t part with a pair? Do you think I hang them about here to look at them? Where do you think these boots are — a historical collection? Did you ever hear of a man keeping a boot shop and not selling boots? Do you think I decorate the shop with them? What do you think I am — a prize idiot?”



Department Store  
Supermarket  
Shopping Centre/Mall  
Market Place

Shoe Repair  
Dry Cleaner  
Wearing Apparel  
Appliance Sales

Specialty Shops  
Boutiques  
Households  
Book Shop

I have always said that these conversation books are practically useless. We could not find the right answer in the book from beginning to end. I must say that, George chose the best sentence that was there and used it. He said: “I shall come again, when perhaps, you have more boots to show me. Till then, good-bye.”

With that we went out. George wanted to stop at another boot shop and try the experiment once more. He said he really wanted a pair of bedroom slippers. But I advised him to buy them another time.

*(After Jerome K. Jerome)*

## 2 Answer the following questions.

- Why did George fail to buy what he wanted?
- Didn’t he know enough English?
- Did he choose a wrong way to ask for the goods he wanted?
- Did he use the wrong sentences?

## LISTENING

- 1 You are going to listen to several dialogues. Choose from the list below the types of shops the conversations are taking place in.**

- 2 Listen to the dialogues again and write down the phrases you find useful while shopping.**

- 3 Make up your own dialogues using the phrases you have written down.**

## SPEAKING

- 1 Look at these pictures and answer the following questions.**

- What is the difference in the buying /selling process in these places?
- How are the customer’s rights observed in these places?
- Where are the products safer?
- In what country does each of the types of trade prevail?
- What’s your opinion about street trading?

- 2 Look up the following words in a dictionary. Use them in either sentences or short situations of your own.**

lease, leasehold, franchise, franchisee, bargain, bargaining power, bargain-hunting, instalment, buy in instalments, purchase, purchaser, purchasing power.



- 3 Read the Info Box and compare the three types of shopping centers.
- 4 What kind of shopping centers are there in your neighborhood/village/town/city?
- 5 What services are there available in your community?

## INFO BOX

### Shopping Centre

Shopping center, also called **SHOPPING MALL**, or **SHOPPING PLAZA** is a 20th-century adaptation of the historical marketplace, with accommodation made for automobiles. A **shopping centre** is a collection of independent retail stores, services, and a parking area conceived, constructed, and maintained by a management firm as a unit. **Shopping centres** may also contain restaurants, banks, theatres, professional offices, service stations, and other establishments.

**Shopping centres** are generally of neighbourhood, community, or regional scope. The smallest type, the neighbourhood centre, usually has a supermarket as a focus, with daily convenience shops such as a drugstore, shoe repair, laundry, and dry cleaner accompanying it.

The community **shopping** centre contains all of the above-mentioned services in addition to a medium-sized department store or

### WORD HOUSE

|                  |                 |                  |
|------------------|-----------------|------------------|
| Drug Store       | Supermarket     | Repair Stores    |
| Shoe Repair      | Wearing Apparel | Speciality Shops |
| Dry Cleaner      | [ə'pærəl]       | [speʃi'æləti]    |
| Department Store | Appliance Sales | Boutique         |
| Variety Store    | [ə'plaiəns]     | [bu:'ti:k]       |

variety store, which acts, with the supermarket, as a focus. Wearing apparel, appliance sales, and repair stores are also found here.

The regional **shopping** centre provides a full range of **shopping** services comparable to those found in a small central business district. On larger sites motels, medical centres, or office buildings may also be provided.

Car-parking facilities are a major consideration in **shopping-centre** design.

- 6 Read the dialogue; fill in the gaps with the modal verbs: *can, could, must, should, ought to*. Explain your choice. Make up similar dialogues on the topic.

### Making a Complaint

**Customer:** Good morning, miss. I'd like to speak to the manager.

**Manager:** I am the manager, sir. How \_\_\_\_\_ I help you?

**C:** Oh, really? It's this radio. It doesn't work.

**M:** Mm, did you buy it here?

**C:** Pardon? Of course I bought it here. Look, you switch it on and nothing happens.

**M:** \_\_\_\_\_ I see your receipt?

**C:** Receipt? I haven't got one.

**M:** Oh, you \_\_\_\_\_ have obtained a receipt when you bought it.

**C:** I probably did. I \_\_\_\_\_ have thrown it away.

**M:** Ah, well, have you got any other proof of purchase, the guarantee, for example?

**C:** No. It \_\_\_\_\_ have been in the box. I threw that away too.

**M:** Oh, dear. You really \_\_\_\_\_ have kept it. We

\_\_\_\_\_ know the exact date of purchase.

**C:** What? I only bought it yesterday! That young man over there served me. Oh, I paid by cheque. I've got the cheque stub.

**M:** That's all right then. Did you check the radio before you left the shop?

**C:** Check it? No, it was in the box. I expected it to work. It wasn't a cheap radio, it's a good make.

**M:** You \_\_\_\_\_ have checked it.

**C:** Come on! Stop telling me what I \_\_\_\_\_ have done, and do something! Either give me my money back or give me another radio.

**M:** There's no need to get aggressive, sir. Let me look at it ... mm ... . You see this little switch on the back?

**C:** Yes?

**M:** It's on 'mains', and it \_\_\_\_\_ be on 'battery'. You really \_\_\_\_\_ read the instructions.

**C:** Oh!

- 7 Make a research report about the goods on sale in your favourite shop. Refer to the *Learner Training*.

## LEARNER TRAINING

### How to Write a Research Report

To write a research report, a writer gathers information from several sources, takes notes of the sources and organizes the notes into an outline. Then he or she writes the report based on the notes and outline.

While writing pay attention to the following

1. Use your notes and outline to write your research report.
2. Write an introduction that identifies your topic. Include

interesting sentences to capture the attention of the audience.

3. Try to compare statistic data available.
4. Write one paragraph for each subtopic in your outline.
5. Follow your outline to write details about your topic.
6. Give your research report a title.
7. Make sure your report has a conclusion.



## Grammar Revision

### The Simple Tenses

Simple Tenses are also referred to as Indefinite Tenses.

| TENSE                 | EXAMPLES                                                                                                                    | MEANING                                                                                                                                     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SIMPLE PRESENT</b> | Water <b>freezes</b> at zero degrees Celsius.<br>The earth <b>goes</b> round the sun.<br>I <b>go</b> jogging every morning. | a. events or situations that exist always;<br>general statements of fact, or universal truths.<br>b. usual/habitual or everyday activities. |

Form: **simple form** of the verb; **-s** or **-es** ending for third person singular; **do/does** for questions and negatives

**Simple Present** is often used with the following adverbs and expressions of time: *always, often, usually, sometimes, regularly, rarely, hardly ever, never, every day/week/month/year*

| TENSE              | EXAMPLES                                                                                                                       | MEANING                                                                                                                                              |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SIMPLE PAST</b> | They <b>lived</b> in Rome for six years, but now they are living in Athens.<br>I successfully <b>passed</b> my exam last week. | activities or situations that began and ended at a particular time in the past which have no connection with the present. Time is usually indicated. |

Form: **-ed** ending for regular verbs; **simple past** form for irregular verbs; **did** for questions and negatives

**Simple Past** is often used with the following adverbs and expressions of time: *three/two days/years... ago, last week/months/year, in 1997/2006, etc.*

| TENSE                | EXAMPLES                                                                           | MEANING                                                              |
|----------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <b>SIMPLE FUTURE</b> | (f) They <b>will call</b> us tonight.<br>(g) He <b>will take</b> an exam tomorrow. | The action will happen <i>at one particular time in the future</i> . |

Form: **shall/will + simple form**; **shall/will** for questions and negatives

**Simple Future** is used to express predictions about something that the speaker thinks will be true or will occur in the future, willingness to help, offering to do something, agreement to do something, promise to do something, request to do something.

We often use **will** with *probably, I expect, I'm sure, I think, I don't think, I wonder*. After *I hope* we generally use the present; *will* is also possible.

### APPLYING THE KEY SKILLS

#### 1 Fill in the blanks with the correct tense form:

1. In England, people ... hands when they meet for the first time. (to shake) 2. They ... on the telephone almost every evening. (to talk) 3. They ... late at school last Monday. (to arrive) 4. Americans never ... late to an appointment. (to come) 5. Yesterday Frank ... in the inter-school competition. (to run) 6. Children ... a lot of milk. (to drink) 7. My baby sister ... two cups of milk yesterday. (to drink) 8. I think they ... to busy next term (to be) 9. She ... much money on clothes. (to spend) 10. Columbia ... good coffee. (to produce) 11. We usually ... our lessons at 8:30 in the morning. (to begin) 12. Yesterday we ... our classes at 9 o'clock in the morning (to begin). 13. The Earth ... on its axis. (to revolve) 14. Look at the sky. I am sure it ... a beautiful day. (to be) 15. Don't worry; I promise I ... home on time. (to come)

#### 2 Practise the negative and interrogative forms of the simple tenses:

1. In the morning they watch television or read. 2. Father worked in the afternoon. 3. My best friend likes pop-music. 4. We spent our holidays in the mountains. 5. They will buy the newspaper the next morning. 6. Those restaurants serve lunch and dinner. 7. This ice - cream has a delicious taste. 8. Grandma will read her grandsons a fairy-tale.

#### 3 Answer the questions, using one of the simple tenses:

1. What kind of school do you attend? 2. What subjects did you learn last year? 3. Do your parents like classical music? 4. Do you live in a new block of flats? 5. What form will you be in next year? 6. What did you have for breakfast in the morning? 7. What will you do when you leave school? 8. When will the second term finish?

# LESSON 2

## Eating Out

One man's meat is another man's poison.

English Proverb

### DISCUSSION POINTS

#### Discuss the following

1. Look at the pictures. Tell where you like to eat and why.
2. Tell about the advantages and disadvantages of all these places.
3. Where do you think the food is safer? Why?
4. Is it cheap or expensive to eat out?



a barbeque



a canteen



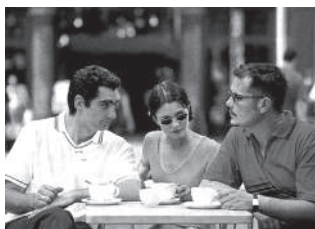
a pub



a bar



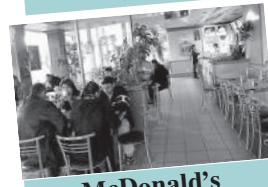
a restaurant



a café



at home



McDonald's

### READING

#### 1 Read the texts and compare the two authors' opinions about eating habits.

##### Text I

"This week we decided to look at a small *family-run restaurant* in the village of Wardleton. 'The Old Mill' is newly opened and overlooks the River Wardle, and we had heard several favourable comments about it. Because we had been advised to book early, we managed to get a nice table with a view of the quay. We were made very welcome and the service was excellent because it is a small family business. The *proprietor*, Jeff Dean, runs the kitchen himself and his wife, Nelly, showed us to our table.

Although the choice of items on the menu was very extensive, it was rather traditional. A long menu always worries me, because a large menu often means a large freezer! We started with Wardle Trout and although it was fresh, it was spoilt by the number of herbs. For my *main course* I chose the *pepper steak*, which was the speciality of the day. I thought it was almost perfect because the chef had chosen excellent meat and it was cooked just long enough.

My wife ordered the *roast lamb*, and although the quality of the meat was good, she thought it was a little *underdone*. Though the vegetables were fresh, they came in very small portions and were rather *over-cooked* for

our taste. However, the bread was fresh because it had been baked on the premises. I have often complained in this column about the difficulty of finding any restaurant which serves a fresh fruit salad. Luckily, this one did. Even though it must have been very time-consuming to prepare, it was a delight to see, and I had a *second helping*.

As usual I chose house wine, as this is often the best way to judge a restaurant's wine list. It was a French-bottled table wine which was quite satisfactory and *reasonably priced*. The bill, including coffee and brandy, came to £37, which was acceptable for the class of restaurant, although that did not include service."

##### Text II

The world's two biggest *burger chains*, McDonald's and Burger King, are planning big expansions in UK to supply what they believe is the nation's increasing appetite for fast food.

McDonald's intends to open 100 restaurants each year, to add to the 830 it has at present. Its big rival, Burger King, which has 455 restaurants, is to open 55 new outlets this year.

Tim Lang, Professor of Food Policy at Thames

University, declared himself an opponent. "I would be congratulating the companies if they were moving into selling fruit and vegetables, but selling more *burgers* is hardly the sort of advance that the British diet needs" he said.

Professor Lang believes that American *fast food* wave has changed our eating habits. They have had fish and chips, Cornish pasties and *sandwiches* for a long time, but the difference is that the burger chains set up in prime High Street spots to tempt us in.

"We can't say people aren't enjoying it. They are buying it and eating it. But does this represent a *whole-some* healthy food culture? My honest opinion is no."

The answer, says Professor Lang is to get the British

back into their kitchens by teaching children to cook.

Children used to learn to cook either at home around the age of 6 to 8 or at school between 12 and 15. Now they miss the second chance and are subject to the "*burgerization*" attitude of "why bother to cook when you can *nip out* and get a burger or a *pizza*?"

Food analyst Umesh Raichads said about the McDonald's and Burger King plans that: "There is definitely room for this massive expansion. People are eating out much more than they used to. These chains are having to expand now to keep out the competition from pizzas and other ethnic foods. They are hoping to eat over stomach share and they want to win before anyone does."

*The Guardian*

## 2 What words in the texts mean the same as?

1. a solid landing place where ships load and unload, often built of stone
2. plant whose leaves or stems are used in medicine, seasoning, food, or perfume
3. meat or fish for frying or grilling
4. a house or building with its grounds
5. shop that sells goods made by a particular company
6. a pie filled with meat, fish, jam, etc.
7. to appeal strongly; attract

## 4 In your own words, try to explain the meaning of each of the words in *italics* from the texts above.

## 5 Read the text about Pubs in the UK and fill in the correct articles. Comment on their usage.

### PUBS in the UK

Public House or PUB, in the UK, is an establishment providing alcoholic liquors to be consumed on the premises. ... British common law early imposed social responsibilities for ... well-being of travellers upon the inns and taverns, declaring them to be public houses which must receive all travellers in reasonable condition who were willing to pay ... price for food, drink, and ... lodging.

During ... time of Tudor (1485-1603), selected innkeepers were required by ... royal act to maintain stables; in addition, some innkeepers acted as ... unofficial postmasters and kept stables for ... royal post. In the mid-1600s, some public houses even issued unofficial coins which ... innkeepers guaranteed to redeem in ... realm's currency.

The early inns or taverns were identified by ... simple signs, such as lions, dolphins, or black swans. In the 18th

century, ... word Arms was appended to many pub names, indicating that ... establishment was under the protection of ... particular noble family, although some heraldic signs were references to ... original ownership of the land on which ... inn or tavern stood. Some 200 of ... old coaching and posting inns, including a few that date back more than 400 years, are still operating in England and Wales under ... management of ... Trust House companies, groups begun in ... early 20th century in order to prevent the old inns from becoming ... merely local taverns.

Although ... public houses were traditionally owned and operated by licensed victuallers or publicans, by the early part of ... 20th century many of them were owned or otherwise connected to ... comparatively small number of ... brewery companies.

## 3 Answer the questions:

1. What eating habits are emphasized in the first text?
2. What did they like and what did they dislike about the restaurant?
3. What does the author of the second text complain about?
4. What does professor Tim Lang suggest?
5. What does the word *burgerization* mean?
6. Which of the two restaurants would you like to eat at and why? Explain your choice.

## 6 Make two-minute presentations on the following topics. Use simple tenses.

### Going Shopping

- Are you fond of going shopping?
- When do you usually go shopping?
- Whom do you go shopping with?
- What do you usually buy?
- When do you think you will go shopping again?
- What are you going to buy?

### Eating Out

- When did you last eat out?
- Where and who did you go there with?
- What did you order?
- What food did you like most and why?
- Are you going to visit the same place again?
- Will you invite your friends or your family?

## SPEAKING

- 1 Group work. Look through Julia's diary and discuss her eating habits and diet and decide if the food she ate is healthy or not.



I wouldn't say I am a fussy eater and the only thing I really don't like is fish. I'm always scared I'll swallow a bone! I try to eat a balanced diet and I always have breakfast, lunch, and tea which are quite healthy because I have them at home. Sometimes I'm not so good between meals and eat crisps and chocolate. There's a McDonald's near my house, so it's really easy to go in there and buy a burger! I never used to eat vegetables but I'm starting to eat more of them now. I try to eat fruit fairly often too. But looking at what I've eaten all week, there doesn't seem to be much fruit!

- 2 Work with a dictionary and translate all the dishes Julia ate.
- 3 Make up a recommended healthy diet for people of your age. Use the phrases in the box.

**SUNDAY**  
*BREAKFAST: Porridge, toast and jam*  
*LUNCH: 2 bread rolls with sausage*  
*MID-AFTERNOON: a chocolate bar*  
*TEA: Roast beef, potatoes, cauliflower, roast potatoes, broccoli, sweetcorn, apple pie*  
*IN BETWEEN: Sandwich, Kit Kat*  
*SUPPER: Cornflakes, cheese and onion crisps*

**TUESDAY**  
*BREAKFAST: Porridge*  
*LUNCH: Tomato soup and bread*  
*MID-AFTERNOON: 4 Gingernut biscuits*  
*TEA: Scotch pie, chips and beans*  
*IN BETWEEN: Ice-cream cone, Glacier Mints*  
*SUPPER: Crunchy Nut Cornflakes*

**WEDNESDAY**  
*BREAKFAST: Porridge*  
*LUNCH: Ham sandwich*  
*MID-AFTERNOON: 2 biscuits*  
*TEA: Spaghetti bolognese and garlic bread, ice-cream and fruit*  
*IN BETWEEN: Wall nuts, bananas*  
*SUPPER: Another bowl of Crunchy Nut Cornflakes with ice-cold milk!*

**MONDAY**  
*BREAKFAST: Porridge and toast*  
*MID-MORNING: Apple*  
*LUNCH: Chicken soup*  
*TEA: Ham salad, pasta and roast potatoes*  
*IN BETWEEN: Tomato flavoured crisps*  
*SUPPER: Crunchy Nut Cornflakes*

**THURSDAY**  
*BREAKFAST: Porridge*  
*LUNCH: Chicken soup*  
*MID-AFTERNOON: Cheese and onion crisps, Mars Bar*  
*TEA: Lasagne, chips and garlic bread*  
*IN BETWEEN: 2 Kit Kats*  
*SUPPER: Packet of crisps, toast*

1. It is necessary that... 2. Young people need much... 3. They should eat... 4. It is recommended that... 5. It is very important that...

## WRITING

Imagine you are a party organizer. A friend asked you to organize his birthday party in a pub. Tell him your suggestions about food, drinks and music. Write the menu. You can choose from the list below.

### MENU:

1. APPETIZERS
2. SOUPS
3. MAIN DISHES
  - a) meats b) poultry c) fish
4. SIDE DISHES
5. BEVERAGES
6. SWEETS
7. CHEESE

Apple pie, Apple sauce, Avocado vinaigrette, Beef Wellington, Blue cheese dressing salad, Butter, Camembert, Coffee, Cream of mushroom, Dumplings, Farmhouse cheddar, Fruit salad, Grilled tomatoes, Grilled veal, Hot chocolate, Pork chops, Prawn cocktail, Roast duck, Spice cake, Turkey, Yorkshire pudding



### The Progressive Tenses

Progressive Tenses are also referred to as Continuous Tenses.

| TENSE                      | EXAMPLES                                                                                                                                                                                                                                                         | MEANING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PRESENT PROGRESSIVE</b> | He <b>is playing</b> right now.<br><br>My friend <b>is writing</b> a course paper this month.<br>I <b>am trying</b> to improve my English.<br>Ann <b>is always/forever/constantly complaining</b> about everything in the world. I am tired of listening to her. | a. He went to play after breakfast. It is 12:00 and he is still playing. He began to play in the past, the action <i>is in progress at the present time</i> , and will probably continue.<br>b. Often the activity is of a general nature: something generally in progress this week, this month, this year.<br>c. In special circumstances, a present progressive is used with <b>always</b> to complain, to express annoyance or anger. <b>Forever</b> and <b>constantly</b> are also used with the present progressive to express annoyance. |

Form: **am/is/are + verb+ing** (present participle), **am/is/are** for questions and negatives

| TENSE                   | EXAMPLES                                                                                                          | MEANING                                                                                                                                                                                                                                                                                                     |
|-------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PAST PROGRESSIVE</b> | He <b>was playing</b> when we arrived.<br><br>While mother <b>was cooking</b> , he <b>was cleaning</b> the rooms. | a. He went to play after breakfast. We arrived at 12:00. He was still playing. The action began before and was in progress at a particular time in the past. It probably went on.<br>b. Sometimes the past progressive is used in both parts of a sentence when two actions are in progress simultaneously. |

Form: **was/were + verb+ing** (present participle), **was/were** for questions and negatives

| TENSE                     | EXAMPLES                                  | MEANING                                                                                                                                    |
|---------------------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FUTURE PROGRESSIVE</b> | He <b>will be playing</b> when we arrive. | He will go to play before we arrive. The action will be in progress at a particular time in the future. Probably he will continue to play. |

Form: **will be + verb+ing** (present participle), **will be** for questions and negatives

### APPLYING THE KEY SKILLS

#### 1 Supply the correct tense form and then change the sentences into the interrogative and negative:

1. They ... English now. (to learn)
2. The girl ... a cake at the moment. (to make)
3. I ... another book on history now. (to read)
4. At 12:30 yesterday we ... lunch in the park. (to eat)
5. Yesterday morning I ... through the park. (to be jogging)
6. The child ... the piano while his classmates ... to him. (to play, to listen)
7. You constantly ... your gloves. (to lose) Take better care of your things.
8. While I ..., you ... at a disco. (to work, to dance)
9. What you ... when the plane landed? (to think

- about)
10. What ... at 11:00 tomorrow? (to happen)
11. She forever ... her living room. (to redecorate)
12. Kate ... her back when she ... in the garden. (to hurt, to work)
13. At 9 o'clock tomorrow she ... a book. (to read)
14. What you ... this evening (to do), while I ... (to cook)?
15. "What your mother (to read) when she is on holiday?" - She (to read) adventure stories, but now she (to read) a book on history.
16. My mother usually (to cook) soup for lunch, but today she (to cook) beef.
17. I usually (to have) a salad, but I (to have) a sandwich now.
18. What Bob (to do) in the kitchen? He (to taste) the soup to see if it needs salt.

# LESSON 3

## Literary Focus Just a Bite...

*Give a clown your finger, and he will take your hand*  
**Proverb**

### DISCUSSION POINTS

- 1 **Work in pairs.**
  - a. Look at the picture. Think of different interpretations of the situation. Discuss them with your partner.
  - b. Decide upon the most appropriate variant and share it with your class.
- 2 **Work in groups. Make a list of words and expressions you think might be connected with the text. Explain your choice.**



### LISTENING

- 1 **Listen to the introduction of the story. Predict the following:**
  - a. The place the action takes place.
  - b. What the relationship between the two characters is.
- 2 **Listen to the next extract and check on your predictions.**
- 3 **Work in the same groups. In no more than 5-6 sentences anticipate what will happen next and how the story will end. Use the list of words and expressions from 2 (Discussion Points).**

### READING

- 1 **Read the story. Compare its content with what you have anticipated in 3. Share the findings with your class.**

## *The Luncheon*

*by W. Somerset Maugham*

- ...I was startled when the bill of fare was brought, for the cost was much higher than I had thought.
- 5 "I never eat anything for luncheon," she said. "I never eat more than one thing. A little fish perhaps. I wonder if they have any salmon."
- Well, it was early in the year for salmon and it was not on the bill of fare, but I asked the waiter if there was any. Yes, a beautiful salmon had just come in, it was the first they had had. I ordered it for my friend. The waiter asked her if she would have something while they were cooking it.
- 10 "No," she answered, "I never eat more than one thing. Unless you had a little caviare. I never mind caviare."
- 15 My heart sank a little. I knew I could not order caviare, but I could not very well tell her that. I told the waiter to bring caviare. For myself, I chose the cheapest dish on the menu and that was a mutton chop.
- 20 Then came the question of drink. "I never drink anything for luncheon," she said. "Neither do I," I answered quickly.
- 25 "Except white wine," she said as though I had not spoken. These French wines are so light. They're wonderful for digestion.
- "What would you like?" I asked. She gave me a bright smile.
- 30 "My doctor won't let me drink anything but champagne."
- I turned pale. I ordered half a bottle. I said that my doctor had absolutely forbidden me to drink champagne.
- 35 "What are you going to drink then?" "Water."
- She ate the caviare and she ate the salmon. She

## WORD HOUSE

**bill**, *n.* — written statement of charges for goods delivered or services given

**fare** [feə], *n.* — food provided at table

**salmon** ['sæməŋ], *n.* — (pl. unchanged) large fish, valued for food and the sport of catching it with rod and line

**caviare** ['kæviə:], *n.* — pickled roe (eggs) of the sturgeon or certain other large fish

**mutton** [mʌtŋ], *n.* — flesh of fully grown sheep, eaten as food

**asparagus** [əs'pærəgəs], *n.* — plant whose young shoots are cooked and eaten as a vegetable; the shoots

**revenge** [ri'vendʒ], *n.* — deliberate injury to the person from whom injury has been received

**luncheon** ['lʌntʃən], *n.* = lunch

**pardonable** ['pɑ:dənəbl], *adj.* — that can be forgiven (excused)

**weigh** [wei], *v.* — to measure how heavy something is by means of scales

**stone** ['stəʊn], *n.* — a unit of weight; equal to 14 pounds

talked of art and literature and music, but I wondered what the bill would come to.

40 “I see that you like to eat a heavy luncheon. I am sure it is a mistake. Why don't you follow my example and just eat one thing?”

“I am only going to eat one thing,” I said as the waiter came again with the bill of fare.

45 She waved him aside with an airy gesture.

“No, no, I never eat anything for luncheon. Just a bite. I couldn't possibly eat anything more—unless they had some of those giant asparagus. I should be sorry to leave Paris without having one of them.”

50 My heart sank. I had seen them in the shops and I knew that they were terribly expensive.

“Madame wants to know if you have any of those giant asparagus,” I asked the waiter. I tried  
55 with all my might to make him say no. A happy smile appeared over his broad face, and he told me that they had some very large, and splendid. I ordered them.

We waited for the asparagus to be cooked. Panic caught me. It was not a question now how much  
60 money I should have for the rest of the month, but whether I had enough to pay the bill.

The asparagus appeared. They were great. I

watched her eating them.

65 At last she finished.

“Coffee?” I said.

“Yes, just an ice-cream and coffee,” she answered.

70 I ordered coffee for myself and an ice-cream and coffee for her.

Then a terrible thing happened. While we were waiting for the coffee, the head waiter came up to us bringing a large basket full of huge peaches.

75 “You, see,” she said, “you have filled your stomach with a lot of meat and you can't eat anything more. But I've just had a bite and I shall enjoy a peach.”

The bill came and when I paid it I found that  
80 I had no money left. When I walked out of the restaurant I had the whole month before me and not a penny in my pocket.

“Follow my example,” she said as we shook hands, “and never eat” more than one thing for  
85 luncheon.”

“I'll do better than that,” I answered. “I'll eat nothing for dinner tonight!”

“Humorist!” she cried, jumping into a cab. “You are quite a humorist!”

90 But I have had my revenge at last. I do not believe that I am a revengeful man, but when the immortal gods take hand in the matter, it is pardonable to observe the result with self-satisfaction. Today she weighs twenty-one stones.

## Phrases and Idioms

**to keep body and soul together** — to stay alive, though with some difficulty; to survive

**to live (far) beyond one's means** — to spend more money than one can afford

**to be startled at (something), (to do something)** — to be greatly surprised; shocked

**to be on the bill of fare** — to be on the list of sold goods/food provided at a table

**his heart sank** — he felt all hope was lost; His heart failed him

**to follow one's example** — to copy or imitate a person's conduct

**to have a bite** — to eat very little (food)

## 2 Read the text more attentively. Decide whether the following statements are *True* or *False*.

- The lady weighed each of her words.
- The narrator's mood changed several times during that evening.
- The narrator was very attentive to what the lady was saying about literature, art and music.
- The lady did not get the message when the narrator said he would eat nothing for dinner that night.

**3 Find words and phrases in the text which could be replaced by:**

- |                          |                         |
|--------------------------|-------------------------|
| - man who serves         | - uncontrolled, quickly |
| food in a restaurant (8) | spread fear (60)        |
| - if not (14)            | - in the end (65)       |
| - meal (19)              | - as much as            |
| - completely (33)        | necessary (67)          |
| - movement               | - take delight in (78)  |
| of the hand (45)         | - living forever (92)   |

**4 Give the opposite of the words in bold.**

1. She can't **forget** the last quarrel she had with her mother-in-law.
2. Did he **spend** a lot of money while abroad?
3. I don't know whether she was **offended** by my remarks.
4. They keep **late** hours and nothing can be done about it.
5. Why did you choose to travel by the **most expensive** route?
6. He's not fond of either **strong** drinks or strong coffee.
7. She **turned red** when she heard her name called.
8. She is a **pleasant** person to work with.
9. What he **dislikes** most is going to the movies and travelling by bus.

**5 The verb to keep has many meanings. Can you guess its meanings from the following sentences? Consult a dictionary, if necessary.**

1. **Keep in mind** that you should **keep it a secret**, besides, I'll **keep an eye on** you to **keep you from** telling it either to your sister or friends.
2. Tell her **keep her remarks** to herself and I'll try my best to **keep smiling** as if nothing had **kept me from keeping** my diary.
3. He assured us that he would **keep his prom-**

**8 "To keep body and soul together" is an idiom meaning to stay alive, though with some difficulty. Match up the idioms with their meanings.**

1. to keep one's hand in something
2. to keep cool
3. to keep one's nose clean
4. to keep someone in line
5. to keep one's weather eye open
6. to keep the wolf from the door
7. to keep one's ear to the ground
8. to keep one's own counsel
9. to keep late hours
10. to keep one's chin up

ise to **keep** that ring until the following Friday when we **kept our** wedding anniversary.

4. **Keep fit** in order to be able to **keep the goals** and if you **keep going** like that we shall **keep you in** this position.

5. It is quite difficult for a woman to **keep her family** and, more than that, to **keep a house** and a shop, and manage to **keep pace with** everything that is new.

**6 In combination with prepositions the verb to keep acquires quite different meanings. Study the meanings of the following phrasal verbs:**

- a. **to keep away** - avoid coming near
- b. **to keep something back** - withhold; refuse to give
- c. **to keep down** - hold under control
- d. **to keep off** -
  - a. remain at a distance
  - b. refrain from
- e. **to keep on (at)** - continue
- f. **to keep out (of)** - remain outside
- g. **to keep to** - stick closely to
- h. **to keep somebody up** - delay from going to bed
- i. **to keep something up** -
  - a. maintain
  - b. continue
  - c. observe (customs)

**7 Fill in the gaps with the correct preposition:**

1. It was dark and I didn't notice the "Keep ... the grass" notice.
2. What made the teacher keep you ... for two more hours?
3. She will never learn to keep ... her anger.
4. We shall never find out what kept him ... so long.
5. I always try my best to keep ... of their quarrels.
6. It's the old people who still keep ... these customs.

## 9 Choose the correct idiom to be used in each of the situations below.

### Situation 1.

- When does your sister take the exam?
- In two days.
- Tell her I wish her good luck.

**to keep something under wraps**

**to keep a straight face**

**to keep a civil tongue**

**to keep someone on tenterhooks**

**to keep one's fingers crossed**

### Situation 2.

- Have you heard about their engagement?
- What engagement?
- Oh, they still keep it a secret, don't they?

### Situation 3.

- Sue, please, tell me what makes you so unhappy. Don't keep me in suspense, please!

### Situation 4.

- The boy is so rude. Everybody will turn away from him if he doesn't speak decently.

### Situation 5.

- I knew it was Jack who played the trick. He couldn't keep his face from laughter.

## Discuss the following.

1. How accurate were the predictions you made at the beginning? Discuss with your classmate the details that either helped or misled you.

2. The narrator says he was too young to have learnt to say "no" to a woman. How do these words reveal his manners and his life experience?

3. What kind of person do you think the lady was? Try to portray her.

4. Would the plot of the story have been different if the woman had been younger and more charming? Why?

5. Is it possible that such a lady (should) be contemporary with us? What makes you think so?

6. What could a lady who eats only one thing at a time' look like? Choose words and phrases from the ones below to describe her. Add some more of your own.

*tall, plump, frail, overweight, graceful, lean-limbed, bony, nimble, sluggish, graceless, lightweight, robust, skinny, slim-waisted, (in)elegant, dystrophic, dynamic, scraggy, lanky.*

7. What would have happened if the young man hadn't had enough money to pay the bill?

## SPEAKING

## LITERARY FOCUS

### First-Person Point of View

A story told from the first — person point of view has a narrator who is a character in the story and uses the pronouns I, me, and my. A first — person narrator tells the story as he or she experienced it. One advantage of this is that the narrator can vividly describe his or her own thoughts, feelings, and observation. This helps the reader feel close to the narrator or to the action.

**Narrative nonfiction** tells a true story that includes a real setting, all the elements of a plot and a point of view. It may also have a theme.

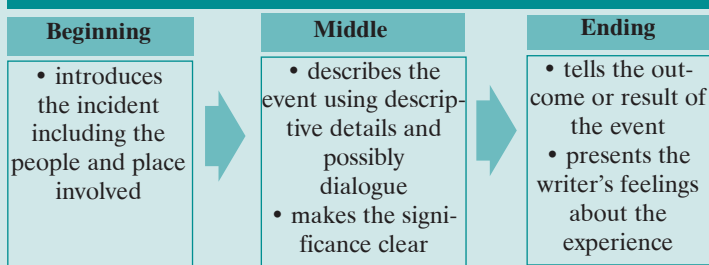
### Apply Your Knowledge

1. Why do you think the author uses the first-person point of view in "The Luncheon"?

2. What do you get from the first-person narrator in this story?

3. How does this narrative point of view affect the way you picture the woman? Explain your answer.

### Personal Narrative



### Writing a Narrative

#### A successful narrative should:

- focus on a clear, well-defined incident;
- make the importance or significance of the event clear;
- show clearly the order in which events occurred;
- use descriptive details that appeal to the senses to describe characters and setting;
- use dialogue to develop characters;
- maintain a consistent tone.

## WRITING

Write a narrative about something that actually happened to you or to someone you know. Follow the scheme and the tips for writing a narrative.

# LESSON 4

## Culture and Civilization Transportation System in London

### READING

- 1 Work in pairs. Read the information in the pamphlets of London transportation system. Make a list of positive and negative features of London's transportation system, and report it to the class.

#### Dear Visitor

As Mayor of London, I am delighted to welcome you to our great city.

There are thousands of things to do and see in London. From amazing architecture to wide open spaces and from West End shows to East End markets, London has it all. And with one of the most comprehensive transport networks in Europe, it's all very simple to get around. You can hop on one of London's famous red buses, travel on the Underground, take a boat trip, catch a cab or just walk through

the city's historic streets.

This guide gives you the information you need to travel around London. At the back you will find maps showing bus, Underground and Rail routes. If you want further information you can ring the London Travel Information Centre on 020 7222 1234 at any time of day or night.

I wish you all the best on your visit to London.

Ken Livingstone

Mayor of London and Chair of Transport for London



#### The Underground is

running 20 hours a day, every day and serving all parts of central London. The Underground (or Tube) is one of the easiest ways to travel. The map shows every Underground line by name and in a different colour making it really easy to plan your route to all the city's main attractions.

Tickets can be purchased from *ticket machines* and *ticket offices* at all stations. Entering and leaving the Underground is made simple by the *ticket operated gates*. At the end of your journey, if the value on your ticket is *used up*, the gate will open but your ticket will be retained. The Underground is divided into six fare zones\* with Zone 1 covering central London.



**Request.** To stop a bus put out your hand and the bus will stop, unless already full. To get off at a request stop ring the bell once and in good time to let the driver know. Night buses (prefixed with the letter N) treat all stops as request stops.



#### ...by tram

Tramlink serves the centre of Croydon and radiates out to Wimbledon. Leaving approximately every 15 minutes it is one of the most *user-friendly* ways to travel in south London. Tickets can be purchased from *automatic ticket machines* located at all tram stops and Travelcards are accepted for travel.



#### ...by rail

The National Rail network covers the entire country, leaving from central London locations and spanning out to even the remotest spots in the UK. Travelcards are accepted within the Greater London area. Beyond that you will need to purchase a ticket for your journey either from the train station or, in some cases, on the train.



#### ...by bus

With over 17,000 bus stops all across London you're never far from a bus route. And with only two cash single fares covering the whole of London, it's especially simple to get around. The bus network is divided into four zones: Zone 1 covering central London and Zones 2, 3 & 4 covering outer London. In London there are two types of bus stop which are treated differently:



Compulsory, Buses always stop here unless full.



#### ...by boat

Daily riverboat services operate from most central London piers. Services go to and from Greenwich and the Thames barrier in the east and, during the summer, as far as Hampton Court in the west. You can purchase tickets for most trips at the pier or, in some cases, on the boat.

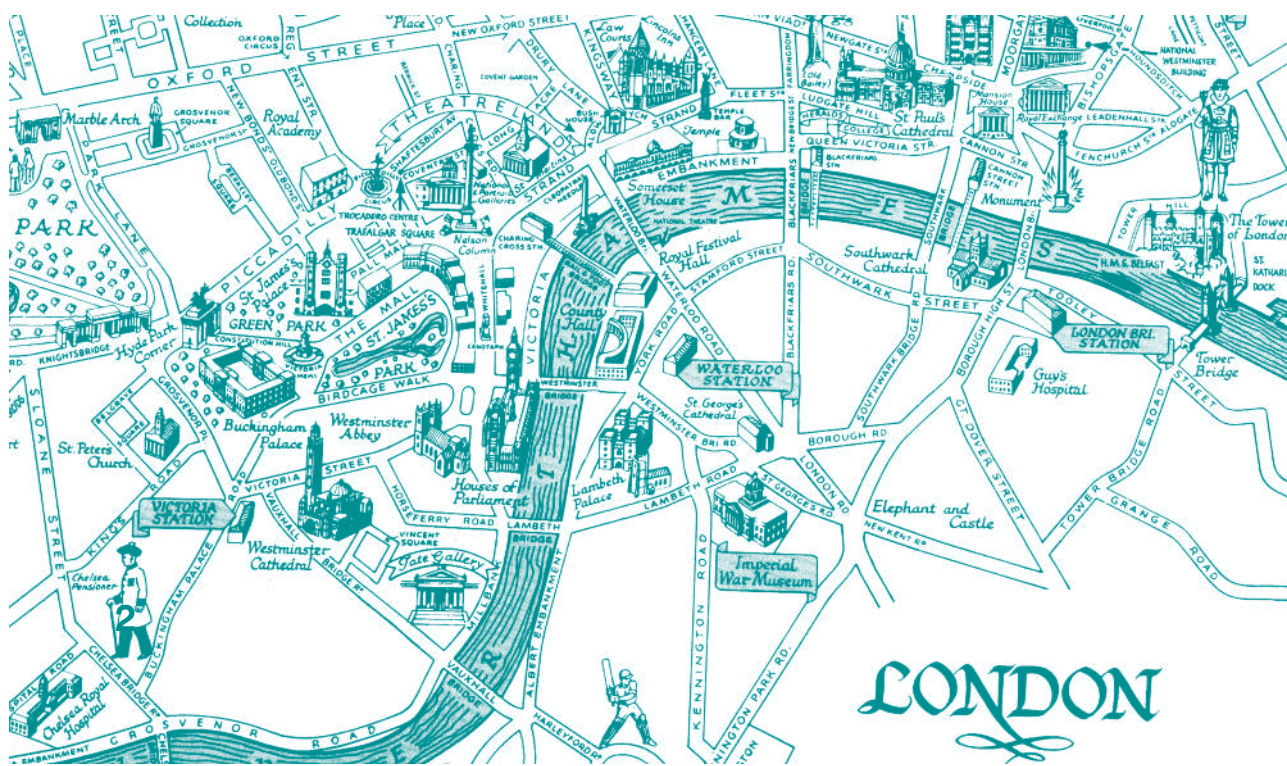


#### ...by taxi

Travelling in one of London's famous black cabs at any time of day or night gives you a unique, convenient and easy way of getting from place to place and, more importantly, from door to door. They are all wheelchair accessible and have many other aids for disabled customers.

YOU CAN  
TRAVEL IN  
LONDON BY

2 Listen to the recorded tour of Central London and mark the routes on the map.



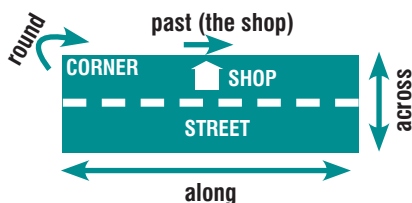
3 Listen again and write down expressions indicating directions.

4 Say how you go:

- from Westminster Cathedral to the Tower Bridge;
- from Waterloo Station to St. Paul's Cathedral;
- from Victoria Station to Piccadilly Circus.

Use the prepositions given below.

|         | movement to | placement | movement from |
|---------|-------------|-----------|---------------|
| point   | to          | at        | from          |
| volum   | into        | in        | out of        |
| plan    | onto        | on        | off           |
| process | to          | at        | from          |



5 Look at the map of Central London and set up five destinations to reach, starting from Trafalgar Square.

# LESSON 5

## More English?

- 1** Look through the list of products below and write recipes for your favourite dishes. Refer to the *Learner Training* rubric for guidance.

### Dairy Products

milk  
eggs  
yogurt  
cheese  
margarine  
butter



### Frozen Food

carrots  
sweet corn  
ice cream  
fish fingers



### Tinned Food

baked beans  
peas  
pears  
mandarins  
tuna



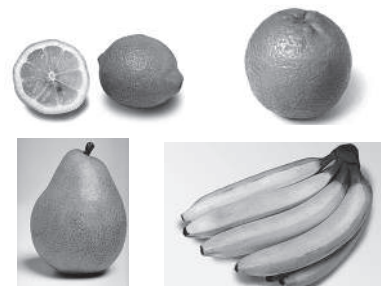
### Meat

chicken  
mince  
bacon  
lamb  
pork  
salmon



### Fruit

pineapple  
banana  
apple  
grape  
pear  
grapefruit  
orange  
lemon  
lime  
melon  
watermelon  
coconut  
mango  
papaya  
strawberry  
kiwi fruit  
peach  
avocado  
plum



### Vegetables

cauliflower  
asparagus  
onion  
cabbage  
leek  
potato  
parsley  
celery



### Learner Training

#### HOW TO WRITE A RECIPE

While writing a recipe, one should be very careful in order not to miss the necessary information. If a small detail is missing the dish is not going to be a success.

While writing the recipe pay attention to the following:

1. First list all the necessary ingredients.
2. Then list the operations one should perform in order to prepare the dish he/she wants.
3. Use imperatives (infinitive without to) of the verbs that express the actions one should perform.
4. Don't forget to warn the performer of possible risks.

- 2** Imagine you work in a Moldovan restaurant where many foreigners come to eat. You need to help the guests choose the dish by explaining what it contains and how it is prepared. You may choose from the pictures below.



### 3 Fill in the gaps with the right word on buying things.

1. She kept her money in a brown leather.....  
a) package b) packet c) parcel d) purse
2. I must buy a new leather ..... to go round my suitcase.  
a) rope b) strap c) string d) thread
3. If your belt is too tight, you should..... it.  
a) lengthen b) loose c) loosen d) release
4. I gave her ..... stockings for her birthday.  
a) a b) a couple of c) any d) a pair of

5. George is wearing the blue and red .... tie I gave him.  
a) designed b) lined c) pictured d) striped
6. He left his ..... at the station and went sightseeing.  
a) handbag b) purse c) sack d) suitcase
7. Can you .... that strange perfume she is wearing?  
a) feel b) notice c) see d) smell
8. Bright colours don't ... her pale skin.  
a) agree b) fit c) match d) suit
9. I gave Mary a black silk scarf with pink.....  
a) balls b) marks c) spots d) stains

### 4 Complete the following sentences using the words in the box.

1. Which are your favourite vegetables: ... or ... ?
2. The best way to ... water is to put it in a ... .
3. Carrots can be steamed or they can be eaten ... .
4. Indian ... relies heavily on ... spices.
5. Put the mixture in a baking ... and put it into a preheated ... .

6. With pizza even the best ... may taste dull without the right ... .
7. A four ... meal of an ... , soup, meat and dessert is enough for me.

boil, kettle, cuisine, course, aperitif, oven, spices, ingredients, bitter, raw, pan, egg plant, cabbage

### 5 Roleplay a dialogue that can take place in a restaurant, a pub, a bank, a shop, at the post office. Make use of the following words and expressions and the *Learner Training* rubric.

to pay by check, tip, to cash, to withdraw, withdrawal machine, to try on, to send a telegram, to pay the bill, to see the menu, the specialty of the day, to have a discount, to ask for a receipt, credit card, to complain.

## LEARNER TRAINING

### *How to Write a Dialogue*

In a dialogue, a writer tells the exact words that one person says to another.

While writing a dialogue do the following:

1. Place quotation marks before and after the exact words of a speaker.
2. Use a comma to separate a quotation from the rest of the sentence unless a question mark or an exclamation mark is needed.

3. Begin a new paragraph each time the speaker changes.

4. Be sure that the dialogue sounds like real people talking.

5. Use words such as: *said, called, answered, whispered, shouted, retorted, exclaimed, explained, wondered, and concluded* to express the speaker's mood.

### 6 Match the words from column A with the ones from column B to form meaningful sentences/ phrases. Translate them.

- |           |                              |           |                            |
|-----------|------------------------------|-----------|----------------------------|
| <b>A.</b> | 1. he is one                 | <b>B.</b> | a. on the sore place       |
|           | 2. one can see               |           | b. than a dozen girls      |
|           | 3. one always knocks oneself |           | c. of the craft            |
|           | 4. no one is                 |           | d. the line somewhere      |
|           | 5. one boy is more trouble   |           | e. with half an eye        |
|           | 6. one must draw             |           | f. indispensable           |
|           | 7. one man's meat            |           | g. deserves another        |
|           | 8. one foot is better        |           | h. to shin a cat           |
|           | 9. there's more than one way |           | i. is another man's poison |
|           | 10. one good turn            |           | j. than two crutches       |

### 7 Complete the sentences using one/ ones.

1. She is the best ... ..
2. Here are some books on American literature. Which... ..?
3. We have always considered her ... ..
4. Our house seems to be as ... ..
5. Your composition is not so ... ..
6. They say that ... ..
7. I like your hair-do, but the ... ..
8. We shall of course invite them, but... ..

**7 Fill in with either *each* or *every*. Refer to the explanation in the box.**

1. ... apartment in the building wants some repairs.
2. ... student is requested to contribute to the community's well being.
3. As they had both worked so hard, they ... were praised.
4. Could you speak to ... of the girls on this matter?
5. I am sure ... woman enjoys receiving compliments.
6. ... success is worth being mentioned and encouraged.
7. ... of us is responsible for his own behaviour.
8. We have ... been late but for different reasons.
9. I would like ... of you to motivate your absence.
10. You have ... reason not to be satisfied.

**8 Supply the correct forms of the verbs in brackets.**

1. We must stop talking. The play (to begin) now.
2. When the teacher (to walk) into the classroom the boys (to play) chess and the girls (to talk).
3. She (to prepare) dinner when a quarrel (to break out) among the children.
4. He says he (to be angry) if you (not, to come) to his party. I (to agree) with him that without you the evening (to be) boring.
5. I think I (to see) them last night at the mall. They (to buy) vegetables.

**Defining relative clauses** are used to give essential information about a person, thing, or place.

Use:

- *who* for people;
- *which* for things or animals;
- *where* for places

*That* can be used instead of *who/which*.

*Who*, *which*, and *that* are often omitted when the verb after the relative pronoun has a different subject. The boy (who) we met yesterday is a very good football player. (The subject of *met* is *we*)

*Whose* = *of who* or *of which*. It can't be omitted.

**10 Complete the sentences to give some extra information. Use commas where necessary.**

1. Disco parties... are a good way of getting relaxed.
2. The waiter ... was very polite.
3. The dog ... is homeless.
4. Our literature teacher ... has arisen our interest in reading.
5. The owner ... is my brother in law.
6. Finally I finished writing the essay ...

## Each or Every?

***Each* means every one, thing, group, person taken separately or individually.**

e.g. Each of the boys wants to play in the team.

***Every* means all or each one of.**

e.g. Not **every** pupil in the group was allowed to take the exam.

*Note:* When **every** is used attention is directed to the whole, when **each** is used attention is directed to the unit or individual.

- e.g.
- Did you pay them?
  - Yes, **every** one of them.
  - How much?
  - **Each** of them got his fair share.

6. When we (to leave) he was playing. I assure you that when we return he (still, to play).
7. We went through beautiful rooms, and I (can) see that they (to be) rooms of a hospital. At the door of one room the nurse (to stop, to smile, and to ask) me to be silent. We (to look) into the room. The two boys (to sit) near the bed of a girl who (to look) about twenty years old. She (to wear) a nice silk jacket, and she (to listen) attentively while the little boys (to talk).

(A.J. Cronin. *The Two Gentlemen of Verona*)

**9 Complete with *who*, *whose*, *which* or *where***

1. The restaurant "La Taifas" is a place ... you can eat national Moldovan food.
2. Shops and pubs are places ... offer public services.
3. The man ... reads a lot is usually a good public speaker.
4. The cats ... owners like animals are usually well-taken care of.
5. I like restaurants ... they serve good food.
6. I applied to the university ... is said to be one of the best in the region.

**Non-defining relative clauses** are used to give some extra information about a person or thing.

The extra information is not essential.

**Non-defining relative clauses** always have a comma before *who/which/where/whose* and a comma or full stop at the end of the clause to separate this extra-information from the main one.

- e.g.
1. John, who is our cousin, has just got married.
  2. I came to the party, where my friends were having a lot of fun.



*The world is my country,  
All mankind are my brethren,  
And to do good is my religion.*

Thomas Paine



Do you know...  
what language family tree English belongs to?  
what the national symbols of Moldova, the UK,  
and the USA are and what they represent?  
how to write a Haiku poem?



# LESSON 1

## Language — the Treasure of a Nation

*He who doesn't know a foreign language knows nothing about his own.*

Goethe

### DISCUSSION POINTS

- 1 Explain the quotation of the lesson. Why did Goethe consider it important to know foreign languages?
- 2 Analyze the Indo-European language family tree scheme and answer the following questions.
  - a. What group of languages does the Romanian language belong to?
  - b. What group of languages does your native language (if other than Romanian) belong to?
- 3 Explain what the picture represents. Tell the legend connected with it. Where is this monument situated?
- 4 Discuss in groups and explain why language is considered to be the treasure of the nation.



### READING

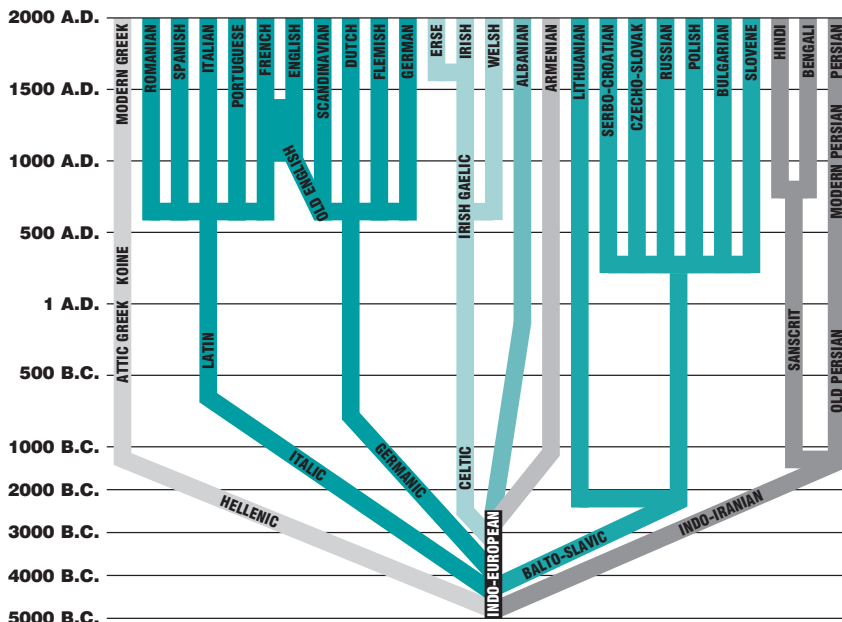
- 1 Check again the Indo-European language family tree scheme to trace the origin of the English language. What other languages influenced English and during what periods of time?
- 2 Explain what the abbreviations A.D. and B.C. mean.
- 3 Read the two texts below and answer the questions after each of them.

#### Where Do Languages Come From?

It is believed that around 5000 B.C., the population of Eastern Europe spoke the Indo-European language.

As time progressed and people moved to other parts of the globe, new directions developed. Those were Hellenic (later Attic Greek and Koine), Italic (later Latin), Germanic, Celtic, Albanian, Armenian, Balto-Slavic and Indo-Iranian (later Sanskrit and Persian) languages. Around 1-1000 A.D. many of these directions split more and thus the multitude of the languages existing today appeared.

The Indo-European language family is not the only one in the world, but it is one of the most widely spread. Almost half the people in the world today speak a language belonging to the Indo-European family. Some exam-



ples of other language families are the Semitic, which includes the current languages Hebrew and Arabic, or Ural-Altaic, which includes Finnish and Hungarian.

- a. When did the population of Eastern Europe speak the Indo-European language?
- b. What groups of languages evolved from the Indo-European language?
- c. What other language families besides the Indo-European do you know?



Statue of Shakespeare, Stratford-upon-Avon

## Pronunciation Key

Hellenic [he'lenɪk]  
 Attic Greek [æ'tɪk 'ɡrɪ:k]  
 Koine [kəʊ'ɪn]  
 Italic [ɪ'tælɪk]  
 Latin ['lætɪn]  
 Germanic [dʒɜ:'mæɪnɪk]  
 Celtic ['keltɪk, 'seltɪk]  
 Albanian [æl'beɪnɪən]  
 Armenian [a:'mɪ:nɪən]  
 Balto-Slavic ['bɔ:ltəʊ 'slɑ:vɪk]  
 Indo-Iranian ['ɪndəʊ 'reɪnɪən]  
 Sanskrit ['sænskɪt]  
 Persian ['pɜ:ʃən]  
 Semitic [sɪ'mɪtɪk]  
 Hebrew ['hi:bru:]  
 Arabic ['æɾəbɪk]  
 Ural-Altaic ['juərəl æl'teɪk]  
 Finnish ['fɪnɪ]  
 Hungarian [hʌŋ'ɡeəriən]  
 Irish [aɪərɪ]  
 Welsh [wel]  
 Angles ['æŋɡlɜ]  
 Saxons ['sæks(ə)n]  
 Jutes ['dʒu:ts]  
 Dutch ['dʌt]  
 Scandinavian [skændɪ'neɪvɪən]  
 Norwegian [nɔ:'wi:dʒən]  
 Swedish ['swɪ:dɪ]  
 Danish ['deɪnɪ]  
 Norman [nɔ:mən]  
 French [frent]

## The Language of Shakespeare

The English language belongs to the Indo-European family and it is very old. It has changed very much throughout the centuries. If you had an opportunity to read Shakespeare, you could obviously notice the difference between the English language spoken today and the one of his epoch.

Throughout history, other languages have influenced English. Though initially of Germanic origin, it has been in fact replaced around 500 B.C. by the Celtic language. Celts moved to Britain from the Central and Western Europe. The Celtic language evolved into the Irish and Welsh languages that are spoken today in some parts of the United Kingdom.

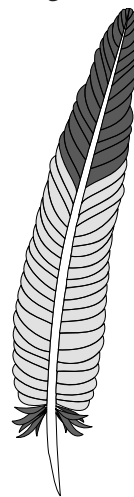
During the Roman period, A.D. — 43—400, Latin influenced the Celtic language, and some Latin words entered the Celtic language.

In 449 the Germanic tribes — the Angles, the Saxons and the Jutes, invaded Britain. All spoke dialects of a language that scholars call West Germanic. Other current West Germanic languages, along with English are Dutch and German. West Germanic was closely related to North Germanic, which survived today in the Scandinavian languages such as Norwegian, Swedish, and Danish. Originally, both West Germanic and North Germanic were the same language, called Germanic. They all spoke Old English, which replaced Celtic. Old English was spoken until the year 1000. The name term *English* goes back to the name of one of the Germanic tribes - the Angles.

During the Norman Conquest of 1066, William the Conqueror imposed a new government, and tried to impose on Britain the conquerors' French. From then until about 1475, the language is called Middle English. During that time English was very much under the influence of French and thousands of French words entered the language.

Around 1475 the English language began to change. A lot of sounds changed their pronunciation and spelling changed as well. Thus, the Modern English appeared. It suffered many changes since 1500 and it continues to develop. Development of science, technology and society in general brings new valuable additions to the language nowadays.

- What are the periods of evolution of the English language called?*
- What languages influenced English during each of the periods?*
- What are the languages spoken on the territory of the United Kingdom today?*
- Why is English called the language of Shakespeare?*
- Why are languages in continuous change?*



**split**, [splɪt], *v.* — to separate or divide into two or more  
**spread**, [spred], *v.* — to become or make something widely or more widely felt, known, available or used.  
**evolve** [i'vɒlv], *v.* — to develop naturally and usually gradually  
**scholar** ['skɒlə], *n.* — a person who has a deep knowledge of an academic subject  
**conquest** ['kɒŋkwɛst], *n.* — the action or an instance of conquering somebody/something; defeat  
**impose** [ɪm'pəʊz], *v.* — to make somebody endure something that is not welcomed or wanted

## LISTENING

- 1 Listen to an article by Yolande Devere about the future of the English language and say whether the author's predictions are optimistic or pessimistic. Explain why you think so.
- 2 Listen again attentively and list possible threats that can weaken the position of the English language in the world and analyze them critically. Fill in the following table.

| Threats as stated by the author | Why they occur (explanation from the text) | Do you consider them real threats or not? Explain |
|---------------------------------|--------------------------------------------|---------------------------------------------------|
|                                 |                                            |                                                   |
|                                 |                                            |                                                   |
|                                 |                                            |                                                   |

- 3 Write down possibilities mentioned in the text for the future of the English language. What possibilities do you see for its future?

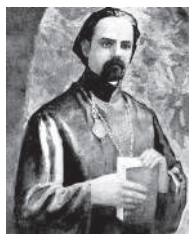
## WORD HOUSE

**trade** [treɪd], *n.* — the business of buying and selling goods; commerce  
**affect** [ə'fekt], *v.* — to have an influence on  
**promote** [prə'məʊt], *v.* — to contribute to the progress of  
**desire** [dɪ'zaɪə], *n.* — a wish, longing  
**authority** [ɔ:'θɒrəti], *n.* — the right or power to enforce laws, determine, influence or judge  
**extinction** [ɪk'stɪŋkʃn], *n.* — no longer existing in active form

- 4 Analyze the last sentence of the article.  
 a. What is the author's message to the reader?  
 b. Would you leave the word *decade* as it is or would you replace it with another word denoting a period of time? Explain why.
- 5 Answer the questions that stand as the title of the article. Do you share the author's concern about the future of English?

## SPEAKING

- 1 Work in groups and complete the following tasks.  
 a. List historical events that happened on the territory of Moldova and explain how they influenced the development of the Romanian language.  
 b. Give examples of words having roots that come from other languages.
- 2 Read the **Info Box** and explain the significance of the holiday celebrated in Moldova on August 31.



- 3 Moldova's State hymn is the masterpiece of Alexei Mateevici *Limba noastră* (*Our Language*), written at the beginning of the 20th century. It is an ode dedicated to the mother tongue. What is the native language compared with in the poem? Explain each of the comparisons.



## INFO BOX

The movement for national emancipation brought by Gorbaciov's "Perestroika" was one of the first elements of democracy in Moldova. The fight for the Romanian language was a part of this movement. More than one million signatures were gathered in favour of decreeing Romanian the official state language and returning from the Cyrillic script to the Latin one, specific for languages of Latin origin. On August 31, 1989, this step was accomplished. August 31 was declared a national holiday *Limba noastră* (*Our Language*). People do not work on this day. Celebrations and different events, concerts, etc. are organized throughout the country.

Following that first step, a series of decisions have been taken concerning the minority languages on the territory of Moldova. Now students can study Bulgarian, Gagauz, Ukrainian and other minority languages at school.

## WRITING

Write a short essay about your mother tongue.



## Grammar Revision

### The Perfect Tenses

| TENSE                  | EXAMPLES                                                                                                                                                                                                                                     | MEANING                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PRESENT PERFECT</b> | We <b>have</b> already <b>written</b> the test.<br><br>We <b>have had</b> four exams so far this year.<br><br>She <b>has known</b> her neighbor for fifteen years.<br>I <b>have had</b> this watch since my eighteenth birthday anniversary. | a. We <i>finished</i> writing <i>before now</i> . The exact time is not important.<br>b. The Present Perfect also expresses the repetition of an activity before now. The exact time of each repetition is not important.<br>c. The Present Perfect also, when used with <b>since</b> or <b>for</b> , expresses a situation that <i>began in the past and continues to the present</i> . |

Form: **have/has + past participle**, **have/has** for questions and negatives

| TENSE               | EXAMPLES                                                          | MEANING                                                                                                                      |
|---------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>PAST PERFECT</b> | We <b>had</b> already <b>written</b> the test when the bell rang. | First we finished writing. Later the bell rang. Our writing was completely finished <i>before another time in the past</i> . |

Form: **had + past participle**, **had** for questions and negatives

| TENSE                 | EXAMPLES                                                                 | MEANING                                                                                                                                    |
|-----------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FUTURE PERFECT</b> | We <b>will</b> already <b>have written</b> the test when the bell rings. | First we will finish writing. Later the bell will ring. Our writing will be completely finished <i>before another time in the future</i> . |

Form: **will have + past participle**, **will have** for questions and negatives

### APPLYING THE KEY SKILLS

#### 1 Use the correct form of the verbs in parentheses

- “It seems ages since I (to see) you. Where you (to be)?”
- “Of course their relation can’t last, but when it comes to an end it (to be) a wonderful experience for him. She really (to make) a man of him.”
- I (to try) to find out where they are, but all my attempts (to fail).
- They were beaming with pride when their son announced he (to break) a swimming record at school.
- By the time winter sets in my granny (to store) a lot of delicious food.
- Great heavy tears ran down her cheeks. She (not to cry) like that since she was a child.
- Aunt Maria called us and said she already (to announce) Mike about the departure, so I suppose that when we come to him at two, he already (to pack) his things.
- Nobody knows that he (to decide) to sell his parents’ house.
- I never (to ask) you before to do me a favour, but at the moment I need your trust and understanding.
- The company that (to promote) the competition contributed with both money and equipment.
- He affirmed he (to get) all the necessary forms but didn’t think it was a matter of great urgency.
- We (to be) here for a long time but we (to see) nobody to enter the office.
- After the heavy rain they were glad to discover that none of the crops (to suffer) from it.
- By the end of the week they (to raise) enough money for the abandoned children.
- The doctor supposed the lady (to die) from sudden fright.
- It’s too late. The children (to go) to bed by the time we are home.
- Julia didn’t enjoy the event as much as she (to expect) to.
- She couldn’t understand what her mother (to mean) by saying that she didn’t care for herself.
- Let’s wait till tomorrow. By that time they (to come) to a decision.
- She always reflects whether she fully (to consider) all the view points on the matter discussed.
- But for all the hardships we have had, we (to make) a fortune by now.

# LESSON 2

## The Country of Traditions

*There is no other nation that clings to the past with the tenacity of the British.  
The Briton has a sense of the continuity of history.*

V.M.Pavlotski

### DISCUSSION POINTS

- 1 Find on the title page of the unit pictures representing the United Kingdom. What kind of information about the country can you bring based on them?
- 2 Explain why the UK is called the country of tradition. What speaks for it?
- 3 Brainstorm interesting information you know about the UK.

### READING

- 1 Look through the *Fact File of the UK*. Explain what a fact file is. Underline its characteristics in your notebook.
- 2 Skim the fact file for specific headings in each part. Give a general heading for each part. Parts are numbered for you.
- 3 Scan the text to underline information that is new for you. Discuss it in class.
- 4 Read the text again. Consult the map of the UK and find the places mentioned in the fact file.

### Fact File of the UK

#### I.

**Official name:** the United Kingdom of Great Britain and Northern Ireland (the United Kingdom or the UK), member state of the European Community

**Government type:** constitutional monarchy

**National holiday:** birthday of Queen Elizabeth II, celebrated on the second Saturday in June

**Capital:** London

**Independence:** unified entity since the 10th century. The union with Wales in 1284, Scotland in 1707, Ireland in 1801. The Anglo-Irish treaty of 1921 formalized a partition of Ireland; six northern Irish countries remained part of the United Kingdom as Northern Ireland and the current name of the country, the United Kingdom of Great Britain and Northern Ireland, was adopted in 1927.

**Flag:** known as the Union Flag, or Union Jack

**Currency:** pound sterling, consists of 100 pence; coins with the value of one penny, 2, 5, 10, 20, and 50 pence, and one pound, and two pounds.

#### II.

**Location:** Western Europe, islands including the northern one-sixth of the island of Ireland between the North Atlantic Ocean and the North Sea, northwest of France.

**Geographic coordinates:** 54 00 N, 2 00 W

**Area total:** 244,820 square km (94,248 square miles)

**Land boundaries:** 360 km

**Border countries:** Ireland 360 km

**Coastline:** 12,429 km, 1000 km from North to South coast, and 800 km across the widest part.

**Islands:** Great Britain as the largest island. The next largest comprises Northern Ireland. The large island chain known as the Hebrides fringes Western Scotland, and to the north east of the Scottish mainland are the Orkney and the Shetland.

**Terrain:** mostly rugged hills and low mountains and level to rolling plains in east and southeast. In the centre of England there is a range of hills called the Pennines, known as the "backbone of England".

**Elevation extremes:** the lowest point — Fenland, 4 m; the highest mountains in Scotland and Wales: Ben Nevis - 1,343 m and Snowdon - 1,085 m

**Longest rivers:** the Severn (354 km); the River Thames (346 km)

**Climate:** mild and temperate. Temperature rarely above 32 °C or low -10 °C.

**Natural resources:** coal, petroleum, natural gas, tin, limestone, iron ore, salt, clay, chalk, gypsum, lead, silica, arable land



### III.

**Population:** 62,262,000 (2010 estimates)

**Nationality:** noun: Briton(s), British (collective plural); adjective: British

**Ethnic groups:** English 81.5%, Scottish 9.6%, Irish 2.4%, Welsh 1.9%, Ulster 1.8%, West Indian, Indian, Pakistani, and other 2.8%

**Languages:** English, Welsh (about 26% of the population of Wales), Scottish form of Gaelic (about 60,000 in Scotland).

**Religions:** Anglican, Roman Catholic, Muslim, Presbyterian, Methodist, Sikh, Hindu, Jewish

### IV.

**Legal system:** common law tradition with early Roman and modern continental influences; no judicial review of Acts of Parliament

**Suffrage:** 18 years of age; universal

**Executive branch:**

**Chief of state:** Queen Elizabeth II (since 6 February 1952); Heir Apparent Prince Charles, son of the Queen

**Head of government:** Prime Minister

**Cabinet:** Cabinet of Ministers appointed by the Prime Minister; the Prime Minister is the leader of the majority party in the House of Commons

**Legislative branch:** bicameral Parliament comprised of House of Lords and House of Commons (members are elected by popular vote to serve five-year terms)

**Elections:** House of Lords - no elections; House of Commons — elections once in five years

**Judicial branch:** House of Lords (highest court

of appeal; several Lords of Appeal in Ordinary are appointed by the monarch for life). Supreme Courts of England, Wales, and Northern Ireland

**Political parties and leaders:** Conservative and Unionist Party, Democratic Unionist Party (Northern Ireland); Labour Party; Liberal Democrats; Party of Wales; Scottish National Party or SNP; Sinn Fein (Northern Ireland); Social Democratic and Labour Party or SDLP (Northern Ireland); Ulster Unionist Party (Northern Ireland)

## WORD HOUSE

**entity** ['entəti], *n.* — the fact of existence, sth that exists independently

**partition** [pɑ:'tɪʃn], *n.* — the act or process of dividing sth into parts

**currency** ['kʌrənsi], *n.* — a form of money in actual use as a medium of exchange

**comprise** [kəm'praɪz], *v.* — to consist of, to include

**fringe** [frɪndʒ], *v.* — to form a border around sth, to surround sth

**rugged** ['rʌɡɪd], *adj.* — having a rough irregular surface

**elevation** [ˌelɪ'veɪʃn], *n.* — a height, as above sea level, to which sth is elevated

**tin**, *n.* — symbol: SN. A malleable, silvery metallic element used to coat other metals to prevent corrosion. Atomic number 50.

**limestone** ['laɪmstəʊn], *n.* — a sedimentary rock composed chiefly of calcium carbonate

**ore** [ɔ:], *n.* — a mineral or rock from which a valuable constituent, esp. a metal can be mined or extracted

**lead** [led], *n.* — symbol: PB. A soft, bluish-white dense metallic element, used in solder and type metal bullets, radiation shielding and paints. Atomic number 82

**silica** ['sɪlɪkə], *n.* — a crystalline, compound SiO<sub>2</sub>, that occurs abundantly as quartz, sand and other minerals

**suffrage** ['sʌfrɪdʒ], *n.* — a vote, the right or privilege of voting

**peer** [pɪə], *n.* — a nobleman

**heir** [eə], *n.* — one who inherits or is legally entitled to inherit the property, rank, title, etc.

## Pronunciation Key

|                        |                          |
|------------------------|--------------------------|
| Hebrides ['hebrɪdɪz]   | Ben Nevis ['ben 'ni:vɪs] |
| Orkney ['ɔ:kni]        | Snowdon ['snəʊd(ə)n]     |
| Shetland ['ʃetlənd]    | Severn ['sev(ə)rən]      |
| Pennines ['penaɪn(ə)s] | Thames ['temz]           |
| Fenland ['fenlənd]     | Gaelic ['geɪlɪk]         |

## 5 Work in two groups to check your knowledge about the United Kingdom.

a. In each group write questions based on the information from the fact file.

b. Organize a contest. Teams should take turns in asking questions.

Choose one person from each team to help the teacher judge the contest. Each correct answer will make up for one point. Each additional relevant information from the team responding to the question will count as 0.5 points. Good luck!

## WRITING

Using the information given in the *Fact File of the UK*, write a report about the United Kingdom. Underline the verbs, prepositions, adverbs, pronouns, conjunctions, and other words that helped you link the brief information from the fact file to form sentences and paragraphs.

## SPEAKING

Make a short oral presentation based on your report about the UK in front of your classmates. Refer to *Learner Training* at the end of the book for guidance.

## LISTENING

- 1 Name the four regions forming the United Kingdom of Great Britain and Northern Ireland. Show them on the map.
- 2 If you had the choice of visiting one of the four regions of the UK, which one would it be? Explain why.
- 3 Listen to the text and say what impressed you most.
- 4 Fill in the words from the text in the following sentences.

leeks  
weary  
contending  
pitched  
plundering  
tenacious  
slaughter  
shriek  
convivial  
thistle  
conclusive

- a. The Lancastrians and the Yorkists were the two ... houses for the English throne in the Wars of the Roses.
- b. The Norsemen landed in Scotland with the intention of ... and settling in the country.
- c. As they arrived late in the day, ... and tired after a long march, they ... their camp and rested, not expecting the enemy before the next day.
- d. They intended to take the Scots by surprise and ... them in their sleep.
- e. One of the Norsemen stepped on a ... .
- f. The sudden and sharp pain he felt caused him to ... .
- g. There is ... evidence that Welshmen wore ... on St David's Day in Shakespeare's time.
- i. An equally ... observance on St. Patrick's day is wetting the Shamrock, the ... aspect of Irish loyalty to their patron saint.

- 5 Look at the four symbols. Tell what region of the U.K. each of them represents and explain their significance.



- 6 Listen to the four parts of the text again and take notes to complete the following table.

|                  | area | population | languages | capital |
|------------------|------|------------|-----------|---------|
| England          |      |            |           |         |
| Wales            |      |            |           |         |
| Scotland         |      |            |           |         |
| Northern Ireland |      |            |           |         |

## ADDITIONAL READING

Read the information about the national symbols of the UK. Answer the following questions:

1. What does the flag of the UK represent?
2. What is represented on the UK coat of arms?
3. How old is the UK national anthem?

### National Symbols

#### Union Jack



The flag of the United Kingdom of Great Britain and Northern Ireland is known as the Union Flag or Union Jack. It is blue and it is made up of three crosses. The upright red is the cross of St. George, the patron saint of England. The white diagonal cross (with the arms going into the corners) is the cross of St. Andrew, the patron saint of Scotland. The red diagonal cross is the cross of St. Patrick, the patron saint of Ireland. St. David is the patron saint of Wales.

The design and colours (especially the Blue Ensign) have been the basis for a number of other flags including other Commonwealth countries and their constituent states or provinces, as well as British overseas territories.

#### Anthem

The British national anthem was established as such in 1745, making it the oldest in the world. The anthem is based on a 17th century song.

#### Coat-of-arms



Since 1837 the royal coat-of-arms has depicted a shield with the three English lions, the Scottish lions and the Irish harp, surrounded by the Ribbon of the Order of Garter, the highest award of the UK, with its motto *Honi soit qui mal y pense*. (Shame on him who thinks evil of it.) The shield is supported by an English lion and the Scottish unicorn, standing on a field with the emblems of England (the rose), Scotland (the thistle) and Ireland (the shamrock). Below this is the royal motto *Dieu et mon droit* (God and My Right).



## Grammar Revision

### The Perfect-Progressive Tenses

Perfect-Progressive Tenses are also referred to as Perfect Continuous Tenses.

| TENSE                              | EXAMPLES                                     | MEANING                                                                                          |
|------------------------------------|----------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>PRESENT PERFECT PROGRESSIVE</b> | She <b>has been cooking</b> for three hours. | Event in progress: cooking.<br>When? <i>Before now, up to now.</i><br>How long? For three hours. |

Form: **have/has been + present participle, have/has been** for questions and negatives

| TENSE                           | EXAMPLES                                                            | MEANING                                                                                                    |
|---------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>PAST PERFECT PROGRESSIVE</b> | She <b>had been cooking</b> for three hours when the guests called. | Event in progress: cooking<br>When? <i>Before another event in the past.</i><br>How long? For three hours. |

Form: **had been + present participle, had been** for questions and negatives

| TENSE                             | EXAMPLES                                                                       | MEANING                                                                                                      |
|-----------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>FUTURE PERFECT PROGRESSIVE</b> | She <b>will have been cooking</b> for three hours by the time the guests call. | Event in progress: cooking<br>When? <i>Before another event in the future.</i><br>How long? For three hours. |

Form: **will have been + present participle, will have been** for questions and negatives

### APPLYING THE KEY SKILLS

1. "Where in the world you (to be)? We (to look) for you?"
2. "Why is she so nervous?"  
"Don't you know? She (not to be sleeping) very well for the last three nights."
3. "It seems ages since I (to see) you. What you (to do) with yourself all this time?"  
"Nothing very much. I (to have) a good time for the last two weeks. I (to enjoy) every minute, encouraging myself and thinking that God still loves me."
4. For four generations, Isgro's (to serve) the finest quality of Italian pastry.
5. His father came in from outdoors. He (to work) in the garden, as he often did, until it was actually too dark to see.
6. He (to live) in the house about a week when he discovered that the mailbox belonging to his apartment (to disappear).
7. When the judge began to investigate, it turned out that Rosy's friend (to draw) her money into his account for several months already.
8. He (not to act) like a father lately, has he?
9. Your eyes are red. You (to cry)?
10. Before your arrival, we (to be) in the garden. I (to plant) my favourite flowers and my husband (to mow) the grass.
11. Cezara and Tudor are wonderful dancers. By next July they (to dance) in Codreanca for seven years.
12. She was breathless. She (to run) all the way to the cabin.
13. I (to work) at this problem for an hour before I asked my father to help me.
14. They (to travel) for three months by the time they return.
15. She said the children (to play) since they went out.
16. Tim (to make) the same spelling mistakes since I started teaching him.
17. We (to correspond) since I moved to this town.
18. How long she (to study) French before she left for Paris?
19. The child is so dirty. He (to play) in the wet sand since morning.
20. My eyes are aching. I (to read) the report for the whole afternoon.
21. By the time we finish the tenth form, we (to write) a lot of essays and summaries.

# LESSON 3

## The Country of Democracy

*America is so vast that almost everything said about it is likely to be true,  
and the opposite is probably equally true.*

James T. Farrell

### DISCUSSION POINTS

- 1 Find on the title page of the unit pictures representing the United States of America. What kind of information about the country can you bring based on them?
- 2 Explain why the USA is called the country of democracy. What speaks for it?
- 3 Brainstorm interesting information you know about the USA.

### READING

- 1 Skim the text to divide it into logical parts. Entitle each part.
- 2 Scan the text to underline the information that is new for you. Discuss it in class.
- 3 Read the text. Consult the map of the USA and find the places mentioned in the text.

### Discovering the USA

The United States of America (the US or the USA) is situated in the central and southern parts of the continent of North America, and includes the state of Alaska and the Hawaii Islands in the Pacific Ocean. Its area is of 9,372,614 square km or 3,623,420 square miles.

The United States of America is a federal republic. It consists of 50 states and the District of Columbia. The largest state is Alaska (1,530,700 sq. km). The smallest state is the Rhode Island (3,100 sq. km). Each state has a governor and legislature.

The US capital is Washington, D. C. (District of Columbia). The population of the capital is 567,094 people. The largest city is New York (over 18 million people). The country celebrates its national holiday, Independence Day, on the 4th of July, the day when it declared independence from Great Britain in 1776. The flag of the USA is called the Stars and Stripes.

The country's currency is the Dollar. You can find 1, 2, 5, 10, 20, 50, 100, 1000 bills. A dollar consists of 100 cents. It's interesting that coins have their specific names: one cent coins are called pennies, 5

cents coins are called nickels, 10 cents, are called dimes, 25 cents are named quarters, 50 cents are half-dollar. One dollar coins can also be found.

The relief is mostly lowlands and mountains. In the west there are the Rocky Mountains, the Cordillera and the Sierra Nevada, the highest mountains in the USA. In the east there are the Appalachian Mountains. The highest point is Mount McKinley, Alaska (6.198 m).

The US has wonderful lakes and large magnificent rivers that have always attracted tourists. In the northeastern part there is the region of five Great Lakes: Lake Superior, Lake Huron, Lake Michigan, Lake Erie and Lake Ontario. Here there is the Niagara River and the famous Niagara Falls. The largest rivers in the USA are the Mississippi River,

### Pronunciation Key

|                             |                           |
|-----------------------------|---------------------------|
| Hawaii ['hə'waii]           | Ohio [əʊ'haɪəʊ]           |
| Rhode ['rəʊd]               | Columbia [kə'lʌmbɪə]      |
| Cordillera [ˌkɔːdɪl'jɛərəs] | Hudson ['hʌdsn]           |
| Appalachian [ˌæpə'leɪʃən]   | Yukon ['juːkɒn]           |
| Huron ['hjuərən]            | Polynesian [ˌpɒlɪ'niːzən] |
| Michigan ['mɪʃɪgən]         | Eskimo ['eski,məʊ]        |
| Erie ['ɪəri]                | Puerto Rican              |
| Ontario [ɒn'teəriəʊ]        | ['pʊəːtəʊ'riːk(ə)n]       |
| Mississippi [ˌmɪsɪ'siɪpi]   | Mexican ['meksɪkən]       |
| Missouri [ˌmɪ'zʊəri]        | Yiddish ['jɪdɪʃ]          |



the Missouri and the Ohio. The largest rivers in the west are the Columbia River and the Colorado River that run into the Pacific Ocean. The St. Lawrence River and the Hudson River are in the east. The Yukon is the largest river in Alaska. The Mississippi is the longest river (3.950 km). The Mississippi and the Missouri form one of the longest rivers in the world – 7,330 km.

The coldest climate is in the north. In Alaska, in the district of Yukon, the climate is arctic. Along the western coast and in the southeast the climate is hot and dry; in the central part it is continental.

Natural resources include coal, copper, lead, phosphates, uranium, bauxite, gold, iron, mercury, nickel, potash, silver, tungsten, zinc, crude oil, natural gas, timber.

The population of the USA is 313,576,000 people (2012 estimates). People in the US are called Americans. The nation's ethnic diversity is chiefly due to large-scale immigration, most of which took place before 1920. Whites comprise about 88 per cent of the population, black people 11 per cent, and other races the remaining one per cent. Though mainly European and African in origin, Americans are derived from nearly all races and nations, including Chinese, Arab, Polynesian, Eskimo, and Native Americans (0,7%).

English is the official and predominant language in the country. Spanish is the preferred language of sizeable minorities in New York City (chiefly Puerto Rican migrants), Florida (immigrants from Cuba), and along the Mexican border. Other minority languages include Italian, German, Polish, Yiddish, Russian, Native American languages, Chinese and Japanese.

The predominant religions are Protestant, Roman Catholic, Mormon, Jewish, and Muslim.

The USA is one of the most democratic countries in the world. There are two main political parties in the USA: the Democratic Party (symbol-

ized by a “donkey”) and the Republican Party (its symbol is an “elephant”). The President is the head of state and government and is elected for four years. The bicameral Congress consists of an upper house or Senate and a Lower House or House of Representatives. The Senate consists of 100 members – two from each state, chosen by popular vote for a six-year term. The House of Representatives has about 450 members elected by popular vote every two years. The President, Vice President and Cabinet represent the executive branch. The judicial branch includes Federal District Courts, Courts of Appeal and the Supreme Court.

### WORD HOUSE

**legislature** ['ledʒɪsleɪtʃə], *n.* — a body of persons empowered to make laws

**copper** [kɒpə], *n.* — symbol: CU. A ductile, malleable, reddish-brown metallic element that is an excellent conductor of heat and electricity and is used for electrical wiring, water, piping, and corrosion-resistant parts. Atomic number 29.

**phosphate** ['fɒsfet], *n.* — a salt or ester of phosphoric acid, a fertilizer containing phosphorus components

**bauxite** ['bɔ:ksaɪt], *n.* — the principal ore of aluminum, with ferric oxide and silica as impurities

**nickel** ['nɪkl], *n.* — symbol: NI. A silvery, hard, ductile, ferromagnetic metallic element used in alloys, in corrosion-resistant surfaces and batteries, and for electroplating. Atomic number 28.

**potash** ['pɒtæʃ], *n.* — potassium carbonate, potassium hydroxide; any of several compounds containing potassium, esp. soluble compounds, used chiefly in fertilizers

**tungsten** ['tʌŋstən], *n.* — symbol: W. A hard, brittle corrosion-resistant gray to white metallic element used in high-temperature structural materials and electrical elements. Atomic number 74.

**zinc** [zɪŋk], *n.* — symbol: ZN. A bluish-white lustrous metallic element used to form a wide variety of alloys, including brass, bronze, and various solders, and in galvanizing iron and other metals. Atomic number 30.

**timber** ['tɪmbə], *n.* — trees as a wooden land considered as a source of wood.

## WRITING

### Work in groups.

- Write a *Fact File of the USA* based on the information from the text.
- Share your fact files with the other groups and analyze them critically. Take into consideration the fact file outline and criteria for writing a fact file that you came with in the previous lesson.
- Put your fact files nicely on paper using drawings, graphs, pictures, etc. and display them in your school.

## LISTENING



- 1 Look at the following pictures. Tell what they represent and why these places are important to people in the USA.
- 2 Listen to a text about the places in the pictures and tell what interesting information you remembered.
- 3 Listen to the text again and answer the questions below:
  1. Where was the Liberty bell made?
  2. Why is the Liberty Bell called so? What other names did it have?
  3. When and where was the Declaration of Independence signed?
  4. What is the name of the sculptor who created the Statue of Liberty? Who helped him?
  5. Where did the money for the statue come from?
  6. What does the figure of the statue represent? What does it symbolize?
  7. Who wrote the poem that was placed on the plaque in the pedestal? When was it written? What is the message of the poem?
  8. What did you learn about the museum at the base of the statue?

Tell what statue is considered symbolic to Moldovan people and explain why.

## ADDITIONAL READING

Split in groups and scan the texts below to answer the following questions. Choose one person to represent the group while sharing the answers with your colleagues.

1. What are the national symbols of the USA?
2. Why is the flag of the USA called the Stars and Stripes? What other names do you know for it?
3. Why was the bald eagle chosen as a national symbol?
4. What is the national motto of the US?
5. What is represented on the Great Seal of the US?

### National Symbols

#### The Flag of the U.S. — the Stars and Stripes

June 14 is Flag Day in the USA.

A legend says that Mrs. Betsy Ross made the first Stars and Stripes in her home in June 1776, at the request of a committee composed of George Washington, Robert Morris, and George Ross.

A resolution adopted June 14, 1777 read: *Resolved; that the flag of the United States be thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new constellation.*

The horizontal red and white stripes on the flag represent the original thirteen American states. The stars in the flag - white on a deep blue background - represent the number of the states making up the United States.

Americans treat their flag with respect. There are many rules for the flag: for example, you should display it only during the day, and you should fold it in a special way. In some schools there is a flag in each classroom, and children stand in front of the flag and say the *pledge of Allegiance*:

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 Great Seal of the U.S.

On July 4, 1776, the Continental Congress appointed a committee consisting of Benjamin Franklin, John Adams and Thomas Jefferson "to bring in a device for a seal of the



United States of America." After many delays, a verbal description of a design was finally approved by Congress on June 20, 1782. The seal shows an American bald eagle with a ribbon in its mouth bearing the device *E pluribus unum* (*One out of many*). In its talons are the

arrows of war and an olive branch of peace. On the reverse side it shows an unfinished pyramid with an eye (the eye of Providence) above it.

#### The Bald Eagle

This magnificent bird can be found on many things in the United States.

Since ancient times, eagles have been a sign of power. It was decided in 1782 that the bald eagle, which was unique to North America, be the emblem.

The bald eagle is not really bald. The head of the adult bird is white, and was called *bald* by the people from England who first settled in America. To them, *bald* meant *white* or *white-streaked*, not hairless!

The bald eagle still serves as the American national bird, a symbol of the size and strength of the nation.

#### United States National Motto

*In God We Trust*, designed as the US National Motto by Congress in 1956, originated during the Civil War as an inscription for US coins. It first appeared on some US coins in 1864, disappeared and reappeared on various coins until 1955, when Congress ordered it placed on all paper money and coins.



## Grammar Revision

### The Passive Voice

Many verbs may be used to make statements about the same event in two different ways.

**Active Voice** (a) *The child* (subject) dropped *the ball* (object).

**Passive Voice** (b) *The ball* (original object) was dropped by *the child* (original subject).

In the passive, *the original object* of an active verb *becomes the subject* of the passive verb: “The child” in (a) becomes the subject of the passive verb in (b). (a) and (b) have the same meaning.

*Note:* Mainly transitive verbs are used in the passive voice. The passive voice requires forms of the verb “**be**” as tense auxiliaries.

**A transitive verb is a verb that takes an object.**

The passive voice is preferred when the *doer* of the action is unimportant or unknown. The passive voice is commonly found in textbooks, in scientific, technical or business reports, and in newspaper stories.

**e.g.** This carpet was made in Moldova.  
The matter has already been investigated.

The *by phrase* is included only if the writer/speaker wants to focus attention on the subject of the sentence, or it is important to know who performs the action.

**e.g.** A party in his honour has recently been given by his friend.  
*Oliver Twist* was written by Charles Dickens.

*Note:* With verbs that take indirect objects, either the direct or the indirect object may be the grammatical subject of the passive verb.

**e.g.** He sent them application forms.  
They were sent application forms.  
Application forms were sent to them.

**Form of the passive: be + past participle**

### APPLYING THE KEY SKILLS

#### Forms of the Passive Voice

| Tense                            | Active Voice                     | Passive Voice                         |
|----------------------------------|----------------------------------|---------------------------------------|
| Present Simple                   | persuade, persuades              | am }<br>is } persuaded<br>are }       |
| Past Simple                      | persuaded                        | was }<br>were } persuaded             |
| Future Simple                    | shall }<br>will } persuade       | shall }<br>will } be persuaded        |
| Present Continuous (Progressive) | am }<br>is } persuading<br>are } | am }<br>is } being persuaded<br>are } |
| Past Progressive                 | was }<br>were } persuading       | was }<br>were } being persuaded       |
| Present Perfect                  | have }<br>has } persuaded        | have }<br>has } been persuaded        |
| Past Perfect                     | had persuaded                    | had been persuaded                    |
| Future Perfect                   | shall }<br>will } have persuaded | shall }<br>will } have been persuaded |

#### 1 Change the following sentences into the Passive Voice:

1. He didn't clean the room yesterday.
2. I shall send a letter to my friend next Monday.
3. Who wrote this book?
4. We were discussing the text when he entered.
5. They have already chosen the topic of the discussion.
6. When did you receive this information.
7. He must feed his pet every day.
8. My grandfather built this house two years ago.
9. What pets do people keep in their houses?
10. I shall give her all the papers tomorrow.
11. We always help him when he is in trouble.
12. If you don't take me to the station, I will miss the bus.
13. Will you return the book to Mary tomorrow?
14. We don't usually write articles about music for the school newspaper.
15. How many friends will you invite to the party?
16. My mother didn't help me write the essay in English.
17. Do you often help your mother about the house?

# LESSON 4

## The Land of Paradise

Wonderful traditions, interesting people, good food, beautiful vineyards — this is Moldova.

Jennifer O'Connel

### DISCUSSION POINTS

- 1 Find on the title page of the unit pictures representing Moldova. What kind of information about the country can you bring based on them?
- 2 If you were to go abroad for an exchange program what would you take from Moldova to represent our country? Explain why.
- 3 Your friend from abroad has come to visit Moldova. He doesn't know much about the country and tries to get as much information as possible by asking diverse questions. Form pairs. Make up dialogues.

### READING AND SPEAKING

Divide into four groups. Each group will choose one part of the *Fact File of Moldova* to work on it.

- a. Read your part. Consult the map of Moldova and find the places mentioned in the fact file.
- b. Underline the most important information in your part.
- c. Add any other relevant information that you know.
- d. Prepare a short presentation and deliver it in front of your classmates.

### Fact File of Moldova

#### I. General data

**Official title:** Republic of Moldova

**Status:** Democratic Republic; approved by the European Council, UN Country

**Country Telephone Code:** + 373 (Moldova); 22 (Chisinau)

**Capital:** Chişinău

**Independence:** 27 August 1991 from the Union of Soviet Socialist Republics

**National Holiday:** Independence Day, 27 August

**State Flag:** Tricolor.

**Currency:** Moldovan Leu (MDL); 1 Moldovan leu = 100 bani. Coins of 1, 5, 10, 25, 50 bani

#### II. Geography



**Location:** Eastern Europe, northeast of Romania. The Republic of Moldova is situated in central Europe.

**Geographic coordinates:** 47 00 N, 29 00 E

**Area:** total area: 33,843 square km; land area:

33,371 square km; water: 472 square km. The distance between the north extreme limit and the south extreme is 350 km, from east to west - 150 km.

**Comparative area:** slightly more than twice the size of Hawaii

**Land boundaries:** total 1,389 km; Romania 450 km, Ukraine 939 km; coastline 0 km.

**Relief:** gently rolling hilly plain in the north, thick deciduous forests in the center, numerous ravines and steppes in the south

**Elevation extremes:** lowest point Nistru river 2 m, highest point Mount Bălăneşti 430 m

**Main rivers:** Nistru and Prut

**Climate:** moderately continental with hot summers, warm and long autumns, and relatively mild winters. The average annual air temperature is +8, +10 C (in January between -3 to -5 C; in July between +20 to +25 C). Summers are long, hot and relatively dry, but winters are short and mild or temperate.

**Average annual precipitation:** about 400 mm in the south and 600 mm in the central part and the north

**Soil:** black (chernozem) soil, rich in humus predominates

**Natural resources:** lignite, gypsum, dolomite

**Flora:** remarkably rich. Extremely favourable combination of climate conditions and the soil makes it possible to obtain rich harvest of cereals, fruits and vegetables.

### III. Population and Language

**Population:** 4,320,748 (2007 estimates)

**Languages:** The state language is Romanian. Ukrainian, Russian, Gagauz, Bulgarian are also spoken.

**Religions:** Eastern (Moldovan) Orthodox 98% Jewish 1.5%, other religions in small numbers

**Ethnic divisions:** Moldovan/Romanian, Ukrainian, Russian, Gagauz, Jewish, Bulgarian, etc.

Native population constitutes the majority.

**Largest cities/towns:** Tiraspol, Balti, and Bender.

### IV. Political system

**Constitution:** approved on September 29, 1994 - the most significant event of internal policy. Dignity, rights and liberty of a person, free development of personality, right and political pluralism are the supreme guaranteed values.

**Head of State:** President of the Republic of Moldova, represents the state and is the guarantee of sovereignty, national independence, unity and territorial integrity of the country; elected for four years.

**Legislative body:** Parliament with 101 deputies as its members. It is the representative of the supreme body

of people and it is the unique legislative authority of the state. The Parliament is elected for 4 years by general, equal, direct, secret and free vote

**Legal voting age:** 18 years of age, universal

**Executive body:** the Government assures the implementation of internal and external policy of the state and exercises general management of public administration.

**Judicial body:** Supreme Court of Justice

### WORD HOUSE

**deciduous** [di'sidʒuəs], *adj.* — shedding foliage at the end of the growing season

**ravine** [rə'vi:n], *n.* — a deep, narrow cut in the earth's surface, esp. one worn by water

**steppe** [step], *n.* — a vast semiarid grass-covered plain

**lignite** ['lignait], *n.* — a low-grade, brownish-black coal

**dolomite** ['dɒləmaɪt], *n.* — a magnesia-rich sedimentary rock resembling limestone

**humus** ['hju:məs] *n.* — a brown or black organic substance consisting of decomposed animal or vegetable matter

**dignity** ['dignəti], *n.* — the condition of being worthy or honorable

### LISTENING

- 1 Look at the following pictures.  
Tell any legends you remember connected with them.



- 2 Listen to the four legends about Moldova. Stop the tape after each of them to answer the following questions.
- Why is Moldova called the land of paradise? What speaks for it?
  - Where does the name Moldova come from?
  - How did the storks save the Moldovans?
  - Why don't Moldovans use sweet basil in food preparation?



## ADDITIONAL READING

- 1 Read the information about the national symbols of Moldova. Tell what makes you proud of your country.
- 2 Answer the following questions.
  - a. What do the colours on the flag of Moldova represent?
  - b. What is represented on the Coat of Arms of the Republic of Moldova? What is the significance of each element?

### National Symbols



pole: blue, yellow, red.

The coat-of-arms is printed on the central yellow stripe of the Tricolor.

**Blue represents the sky and peace**

**Yellow represents the sun and wheat**

**Red represents the blood of those who died for this land**

#### The Flag of Moldova

The state flag of the Republic of Moldova is Tricolored. The colours are arranged vertically in the following order from the flag

**The Eagle represents progress.**

**The Cross represents Christianity.**

**The Laurel represents eternal victory.**

**The Scepter represents strength.**

**The Shield is a symbol of defence for the nation.**

**The Blue head is a historical symbol representing the continuance of Moldova as a nation.**

**The Star represents purity. The Moon and the Sun represent eternity.**

#### The Coat of Arms of the Republic of Moldova



The Coat of Arms consists of a shield divided horizontally into two parts: the upper part is red, and the lower part is blue with an aurochs's head showing between its horns an eight-pointed star. On its right the aurochs's head is flanked by a five-petal rose, and on its left by a slightly inclined crescent. All heraldic elements present on the shield are of golden (yellow) colour. The shield is laid on the breast of a natural eagle carrying in its beak a golden cross, in its right claw a green olive-tree branch, and in its left claw a golden scepter.

#### WORD HOUSE

**shield** [si:ld], *n.* - an article of protective armor carried on the forearm; a means of defense; protection

**aurochs** [ɔ:roks], *n.* - a large black European wild ox extinct since 1627

**flanked** [flæŋkt], *adj.* - to be placed or situated at the side of  
**crescent** ['kresnt], *n.* - the figure of the moon in its first quarter, with concave and convex edges terminating in points; sth shaped like a crescent

**heraldic** [he'rældɪk], *adj.* - of or pertaining to heralds or heraldry  
**beak** [bi:k], *n.* - the horny, projecting mouth parts of a bird  
**claw** [klɔ:], *n.* - a sharp, often curved nail on the toe of an animal  
**sceptre** ['septə], *n.* - a staff carried by a sovereign as an emblem of authority

**laurel** ['lɒrəl], *n.* - a shrub or tree of the Mediterranean region, having aromatic evergreen leaves

**olive** [ɒlɪv], *n.* - a semitropical fruit, yellow flowers and leathery leaves

## WRITING

- 1 Write a poem about Moldova. Choose one or two of the tasks below. Use the *Trying Your Hand at Writing Poems* in the Supplement.
  - a. Compose a couplet or a quatrain about your motherland.
  - b. Write a Haiku poem to describe the beauty of Moldovan nature and its seasons.
  - c. Write a cinquain to describe national music or dance.
  - d. Write a limerick about funny personages of Moldovan fairy tales.

**Share the poems with your colleagues and compile a small booklet of those. If possible, multiply the booklet to share with teachers and other students. Display the best poems in the school newspaper.**



### Reported Speech

**Indirect Speech is a report of what somebody has said, which does not reproduce their exact words.**

**Remember:**

1. Statements are usually introduced by **that**, which may also be omitted.

**e.g.** He says: "I often keep late hours". He says (that) he often keeps late hours.

2. a. General questions are introduced by **if** or **whether**.

**e.g.** Mary asked: "Will your sister take the exam, Kay?" Mary asked Kay if her sister would take the exam.

b. Special questions are introduced by interrogative words, such as *where*, *why*, *when* etc.

**e.g.** She asked: "Where does Henry live?" She asked where Henry lived.

c. Imperatives are introduced by the **to-Infinitive** or **not+to-Infinitive**.

**e.g.** Mother said: "Behave yourselves, boys". Mother told the boys to behave themselves. Mother said: "Don't lose your heart, Jane". Mother advised Jane not to lose her heart.

*Note:* Remember that in reported questions the order of words is the same as in statements.

**e.g.** He asked: "Why is she leaving?" He wanted to know why she was leaving.

**Adverbs change as follows:**

now—then, this—that, these—those, tomorrow—the next day, in 10 days—10 days later, next day—the next day; the following day, here—there, recently—not long before, today—that day, last—the previous, yesterday—the day before, ago—before

3.a. When the predicate of the Principal Clause is in the Present Indefinite Tense the predicate of the Subordinate Clause does not change.

**e.g.** He says: "We have never been to Boston". He says that he has never been to Boston.

b. When the predicate of the Principal Clause is in the Past Indefinite Tense the predicate of the Subordinate Clause should be in one of the past tenses, too.

**The following changes should be remembered:**

Present Indefinite(Simple) → Past Indefinite

Present Continuous → Past Continuous

Present Perfect → Past Perfect

Past Indefinite → Past Perfect

Future Indefinite → Future-in-the-Past

*Note:* a. It is not always necessary to change the verb when you use reported speech. If you are reporting something and you think it is still true, or you report general truth or facts, you do not need to change the tense of the verb.

**e.g.** She said: "London is bigger than Cambridge". She said that London is bigger than Cambridge. He said: "The sun rises in the East". He said that the sun rises in the East.

c. When you report something that took place at an exact time in the past you do not need to change the tense of the verb.

**e.g.** Our teacher said: "I went to Great Britain in 1998". Our teacher said that he went to Great Britain in 1998.

4. If you say who you are talking to, you should use **tell**. Otherwise you use **say**. If you don't say who he/she/they told, you have to use **talk** or **speak**.

**e.g.** They told us about their daughter. They said (that) their daughter had left for France. They talked (spoke) about their trip to Oxford.

### APPLYING THE KEY SKILLS

**Change the following sentences into Reported Speech.**

- "Do you want me to read to you", I asked.
- "All boys like candy", she said. "Eat this candy. I'll bring you some more."
- "Please", she said, "what does the telegram say? Will you read it to me?"
- "Ann, what's the time? My watch has stopped." — she added.
- "When I am in the country," he replied, "I never wish to leave it; and when I am in town it is pretty much the same." (*Jane Austen*)
- "You must not be too severe upon yourself,"

replied Elizabeth. (*Jane Austen*)

- "Do you suppose them to be in London?" "Yes; where else can they be so well concealed?", she said. (*Jane Austen*)
- "You'd better keep him interested," said I, "till we get the scheme going loosen up."
- "I am sorry. What's the matter?", he asked. "I haven't been sleeping very well the last two or three nights," she said calmly. (*S. Maugham*)
- "Try not to be too late," she said to Julia. "It's going to be a heavenly party." "I'll come as soon as ever I can." (*S. Maugham*)

# LESSON 5

## Literary Focus\* Believe It or Not!

*We make our own fortunes and we call them fate.*

Disraeli

### DISCUSSION POINTS

- 1 Look at the pictures. What do they have in common?
- 2 What is 'divination' or 'fortune telling'? Are such practices as astrology, palm reading, tarot cards, mediums and ouija ['wi:jə] boards popular today? Why or why not?
- 3 What kind of people and when do such people usually turn to fortune-tellers, and why?
- 4 Do you believe in the prophecies of fortune-tellers? Why or why not? Do they really help people to seek out ways of overcoming life's problems? How?
- 5 Recall any cases (from real life, literature, etc) when crooks fooled trustful people. Share them with your classmates.



### READING

#### 1 Work in two groups.

**Group 1.** Scan the text to find as much information as possible to be able to answer the questions addressed by group 2.

**Group 2.** Write down as many questions as you manage in order to learn about the most relevant facts you are interested in, by asking group 1.

#### 2 Work individually. Match each verb to a noun to form correct word partnerships.

- |                  |                    |
|------------------|--------------------|
| 1. to read       | a. a revelation    |
| 2. to get        | b. a check         |
| 3. to do         | c. one's horoscope |
| 4. to shake      | d. an interview    |
| 5. to hurt       | e. the spirits     |
| 6. to tell       | f. one's fortune   |
| 7. to shudder at | g. prophecy        |
| 8. to cash       | h. the thought of  |
| 9. to receive    | i. one's feelings  |
| 10. to call up   | g. one's head      |

#### 3 Read the text. As you read:

- tick the correct word partnerships;
- correct those that are wrong;
- find out :
  - a. whether Mrs. Easy was superstitious.
  - b. how Mr. Easy reacted to Mr. Yahi's prophecies.
  - c. how much money Mrs. Easy's ransom was worth.

#### 4 Read the text again and try to guess what sensational arrest the man from the "Evening Times" wanted to know about. What makes you think so?

## Mrs. Easy Has Her Fortune Told

Stephen Leacock

*Mrs. Easy upon entering her apartment finds a friend waiting for her.*

Oh, my dear Mary, I'm so sorry, I'm just exhausted. I've just had such an exciting experience! I'm just done out, I must tell you all about it. I've just come from having my fortune told, at least I don't mean that, I mean having my *horoscope* read. You must excuse my being so breathless, I'm not really breathless, it's just the excite-

ment. My dear Mary, I *must* say it, I can't keep it to myself - I'm going to be *kidnapped*! Yes, *kidnapped*, now, at any minute, right here!

Did Mrs. Brown say that was my fortune? Oh, goodness, no! I don't mean I went to old Mrs. Brown, or anybody of that class - she's all right, of course, Mrs. Brown, I've often been to her and she's a dear old soul. I must have gone to her nearly once a week last winter.

\* This lesson is optional.

But she never says anything, and even what she says is so *ordinary*, don't you know. She prophesied that Henry would live to ninety. That's all right. I hope he does, I'm sure, and Henry's good as husbands go anyway. But ninety! And after all that's not the kind of thing you pay to hear. Of course, she did prophesy that we'd go to Bermuda at Easter. But that had been in the paper anyway.

But this fortune-teller is utterly different. He's not just a fortune-teller. He's a Yogi soothsayer—it's different, he's Mr. Yahi-Bahi, it means a Hindu, only higher up. You see, I know all about India because Henry and I were on a round-the-world cruise and we had a whole day in Bombay, and there was a Chinese gentleman on board with us, a Mr. O-Hoo, and he'd been at Harvard for four months and he told us all about the Hindu religion and why it is so far ahead of Christianity.

And Mr. Yahi-Bahi's caste is on the top of all. Would you believe? Before he came here he sat on the top of a post for a month - with just a loin cloth on - and just meditated. So then he came here and began *casting* horoscopes - that's what it's called - and Mary! Such wonderful results! Do you know that he told Mrs. Faith that something dark was hanging over her - and that very month her chauffeur left her; and he told Mrs. Gull that there was a fate over her youngest son, the one at college: and there *was*. He was sent home for drinking at the end of the term.

Oh, he's just wonderful. And my dear! No money! He scorns it! You can *offer* it if you like just as a courtesy, but he just quietly refuses. Money, to him, is just *dirt*. You see his expenses are nothing; contemplation doesn't cost anything.

So it's very hard to get an interview. Why, my dear, I had to wait for ever so long. You see, I couldn't have my fortune told - only it is not really called that, it's *receiving a revelation* - I couldn't receive a revelation till I was fit to receive it - that's part of the method.

So I had to qualify by *contemplation*: I had to send in ten dollars (not to Mr. Yahi-Bahi, to Mr. Ram Spudd, his assistant) and then contemplate for a week. At first, it was *awfully* hard. I don't mean the ten dollars, that was *easy*, but to contemplate. You see, you have to think of *nothing*. I managed to learn fairly well, and at the end of the week I got a message, a *thought* message (it was sent by post) to tell me to send ten dollars again and keep on contemplating. So I knew I had succeeded...

After contemplating like that for four weeks I went to see Mr. Yahi-Bahi himself for the first time. I asked his assistant if I could see Mr. Yahi-Bahi and he said he was in meditation, and mustn't be disturbed. I laid down

## Commentary

**Bermuda Isles, Bermudas** — a group of islands in the Atlantic  
**Yogi** ['jəʊgi] — one who practices Yoga, a system of meditation, exercises (India)  
**Parsee** ['pɑ:'si:] — a member of a Sun-worshipping sect in India  
**Isis** ['aɪsɪs] — the Egyptian goddess of fertility  
**Osiris** [əu'saɪrɪs] — the chief god of ancient Egypt

ten dollars on a little side table - just unobtrusively, so as not to insult him. Mr. Spudd, the assistant, waved his hand and the ten dollars had gone! My dear, he has *de-astralized* it! I saw myself. One minute it was there! and the next gone!

So I came like that three more times and each time Mr. Yahi-Bahi was meditating. I laid ten dollars on the table and each time it was de-astralized! Then I got afraid it was bad taste and might hurt his feelings — so the next day I didn't put any money down - and perhaps the shock — you see it's all subtle - the *shock* woke up Mr. Yahi out of his meditation and he said he would see me. He was such a strange-looking man, so tall and yet he wasn't really tall, I suppose it was his long gown, and his eyes, so deep, like pools of molasses! He took my hand between his, looked into my eyes and said - "You have a soul!", and then he said - "Dark things are impending over you," and I said, "What are they?" But he just shook his head and was gone. I had just closed my eyes and he vanished!

Once, when I went to him, he called up the spirits of Napoleon, and I talked to Napoleon, behind the curtain, and he asked me so queer questions; if I had an extra key of my apartment, and he said to leave it with Mr. Yahi. So I did, but I don't want Napoleon coming over at night. I said to Mr. Yahi I'd have an extra lock put on — and just imagine, my dear, the spirit of Joan of Arc warned me not to. I think that if Mr. Yahi gives the key to Napoleon he will let me know.

Two days ago I got a revelation from Mr. Yahi. He said something terrible is going to happen to Henry and

## WORD HOUSE

**prophecy** ['prɒfɪsi], *n.* — foretelling future events  
**prophesy** ['prɒfɪ,saɪ], *v.* — to tell what will happen  
**utterly** ['ʌtəli], *adv.* — completely, totally, absolutely  
**cruise** [kru:z], *n.* — journey or travel from place to place  
**courtesy** ['kɜ:tɪsi], *n.* — a polite or thoughtful act  
**molasses** [mə'læsɪz], *n.* — a sweet, brown syrup obtained in the process of making sugar  
**loincloth** ['lɒɪŋklɒθ], *n.* — a piece of cloth worn around the body at the hips  
**impend** [ɪm'pend], *v.* — to be likely to happen soon

he must leave town at once, and take nothing with him of any value. I called Henry up on the phone as soon as I got home and said, "Mr. Yahí says the sand is low in your glass" and Henry said, "I fell down badly in the water-hole" and I said, "Henry, you've got to get under the protection of Osiris," and he said, "What's wrong with the police?" You know that mocking way Henry is.

But when he came home I told him about Napoleon having our key. I thought he was jealous.

That was yesterday and today I went round again and Mr. Yahí was there - he was not meditating - and told me my horoscope. He said I'm going to lose Henry - I'm just shuddering at the thought of it.

Mr. Yahí said that I'm in hourly danger of being kidnapped! Yes, kidnapped! and held for ransom! I asked him how much and he said he would try to find and he looked into a crystal ball, all dark and shining - looked and said the figures were there but were hard to read and asked how much would I pay, and I said it would depend on Henry and Mr. Yahí shook his head and said the figures looked like a hundred thousand

to him. I said I was glad it wasn't more; and he looked again and said he believed it was a hundred and fifty thousand, and added, "Isis guard you!" I asked what I would do, and he said I should pack everything I had of value and leave it here, with the secret mark to guard it. He said, put the mark on anything valuable, like jewels, and if I decided for a reason to leave it, mark plainly RANSOM. Then he said I should leave town and take nothing with me. You see, he explained to me that protection in the Yogi doctrine is only for the week - and I must leave behind even all my money. He said Osiris would...

Is that some one at the door — don't take the chain off it, Martha. A young man from the "Evening Times", you say, about the "sensational arrest"? I don't know about the "sensational arrest" — shut him out, Martha. But my goodness, "sensational arrest", does that mean that the kidnappers are caught already? Isn't Osiris wonderful - just think of divining what they were going to do before they did it! Well, thank goodness... There's the telephone again, Martha...

## LISTENING

- 1 Listen to the ending of the text. Check how accurate the predictions you made about the 'sensational arrest' were. Have you thought about the two 'magicians'? What reasons did you have for thinking so?
- 2 Listen again and try to remember the context the following words are used in: Bengalee, crooks, sheep, soul, hen, Irish, laughing.
- 3 Comment on the ending and on Mrs. Easy's mood.
- 4 Find in the text words that mean the same as:
  - very tired
  - one's lot or fortune
  - usual; according to habit or custom
  - person who claims to foretell the future
  - disclosure of divine truth
  - to disappear, especially suddenly
  - not usual or normal
  - real worth
  - what is taught as true
- 5 Fill in the gaps with words formed from those in parentheses.
  1. She is ... to have got a scholarship. (*fortune*)
  2. The exam period is the most ... one. (*exhaust*)
  3. She loves her parents ... . (*dear*)
  4. When we told him about making compromises he looked at us ... and left without saying a word. (*scorn*)
  5. Keep away from using ... words; they won't bear it any more. (*hurt*)
6. Let this notice be a ... to you to be more careful. (*warn*)
7. Try to take a ... decision if you want to succeed. (*reason*)
8. I called them ... but nobody picked up the receiver. (*repeat*)
- 6 Fill in the word form chart and give examples of collocations or idioms with any of the words from each group.

| noun   | verb       | adjective  | adverb    |
|--------|------------|------------|-----------|
| breath | to mean    | prophetic  | hopefully |
| belief | to succeed | dependable | riskily   |

- 7** Very often authors use definitions or any other signals, such as: *is called, means, refers to, is, Mr. X. defines..., is defined as, as well as punctuation (colon [:], semi-colon [;], dash [-], parentheses ( ),* to help the readers understand words and their meanings, without looking them up in a dictionary. These signals also help readers to better understand what the writer really meant.

E.g. *He's a Yogi soothsayer - it's different; he's Mr. Yahi-Bahi, it means a Hindu, only higher up.*

- 8** a. Explain the way the authors used such signals in the sentences below and how they help the reader.

1. I've just come from having my fortune told, at least I don't mean that, I mean having my *horoscope* read.
2. But she never says anything, that is, what she says is so *ordinary*.

3. The Olympian's masons, (gigantic one-eyed Cyclopes), had built the great walls on much the same plan as royal palaces on earth.
4. Opposite Poseidon sat his sister Demeter, goddess of all useful fruits, grasses, and grains.
5. When a child, he was a rover: he was fond of wandering over the fields and woods in the neighbourhood.
6. A counsellor, the teacher explained, is a person who gives advice, an instructor or leader in a summer camp.
7. New York, called the metropolis of the United States, is the most important city of this country.
8. In a few minutes they will be driving back to civilization — to Paris.

**b. Find in the text sentences containing signals that provide definitions and comment on them.**

## SPEAKING

1. Do you think the title fits the story? What information is carried by the title? Think of your own title to the story. Explain your choice.
2. What form of narration prevails in the story? What is the relation between the narrator and the other characters? How are the beginning and the ending of the text related? Does the plot of the story include all the stages of development?
3. What is the mood prevalent in the story? What is the author's purpose in writing the story? Does the author make any critical remarks on the way the characters act? Does he make any conclusions? What is characteristic of Stephen Leacock's writings? (make reference to "The Reading Public" also).
4. Bring evidence from the text to show that Mrs. Easy was superstitious. Was she a clever person? What proves her ignorance?
5. What did Mr. Easy think about fortune-telling? How did he treat his wife and why? What shows that he had a sense of humour?
6. What proves that Mr. Easy was more clever than his wife? Do you think he ever lost his patience while talking to his wife? Why did he listen so attentively to his wife's story about Napoleon?
7. What would the two 'magicians' have done if they hadn't been arrested?
8. What is your overall attitude towards the characters? What does each of them symbolize?
9. Is the topic worth being discussed? Why or why not?
10. What conclusions should be drawn and remembered?

## LITERARY FOCUS

**Style** is the particular way in which a piece of literature is written. Style is not what is said but how it is said. Many elements contribute to style, including word choice, tone, sentence length, figurative language and point of view.

**Sarcasm** is the use of language to hurt, wound, ridicule, taunt.

## Apply Your Knowledge

Choose a paragraph from the story whose style you found interesting. Discuss with your classmates how the author used some of the elements that contribute to the style of the story.

The author is sarcastic about Mrs. Easy. Comment on the way he expresses his sarcasm.

## WRITING

**Prepare and deliver a speech in class on one of the following tasks.**

1. Write a one-day astrological horoscope for all the signs of the zodiac. It may be either serious or comic, written either in prose or in verse.
2. People always ask themselves questions that intrigue them, like: Why? What if? ...I wonder? Ask yourself some of these questions and then search for information to find answers to them.
3. Write a persuasive speech on the topic: "Fortune-telling / palm-reading/mediums, etc. is a good/a bad thing."

# LESSON 6

## More English?

- 1 Read the passage below and explain why it is important to know about the differences between British and American English.
- 2 Compare the opinions of different people about the two variants of the English language. Are they contradictory or alike? What is the main idea of each quotation?

### British English and American English

Each intelligent person should be aware of the differences in the British and American English in order to make correct use of those. Which dialect to choose is the matter that can be decided by each individual

depending on whom he is speaking to - an American or Englishman.

Find below opinions about the differences of British and American English.

“Most of the Oxford English Dictionary’s words are just as much my vocabulary as they are Queen Elizabeth’s; we speak them a bit differently, but... these differences are more amusing than troubling, more interesting than inconvenient.”

*Kenneth G. Wilson, 1986*

“The two varieties of English have never been so different as people have imagined, and the dominant tendency, for several decades now, has clearly been that of convergence and even greater similarity.”

*Albert H. Marckwardt and  
Sir Randolph Quirk, 1964*

“The English used in the United States and that used in England are so overwhelmingly alike that such differences as do exist hardly justify anyone in advancing a claim of superior excellence for either the so-called American language or the English language. The really surprising thing about the English of England and that of the United States is not that they differ slightly, but that their difference is as slight as it is.”

*Mitford M. Mathews, 1931.*

“There is not the faintest chance of there ever being an American language as apart from English.”

*Stephen Leacock, 1943*

- 3 Read the following extract from Rudyard Kipling’s poem. Explain its meaning.

### *We and They* Rudyard Kipling

Father, Mother, and Me,  
Sister and Auntie say  
All the people like us are We  
And everyone else is They.  
And They live over the sea  
While we live over the way,  
But — would you believe it? - They look upon We  
As only a sort of They!

All good people agree,  
And all good people say,  
All nice people, like us, are We  
And everyone else is They:  
But if you cross over the sea,  
Instead of over the way,  
You may end by (think of it!) looking on We  
As only a sort of They!

- 4 **Work in groups.**
  - a. Choose a topic out of the ones that you have discussed in this unit to prepare and deliver a presentation in English for younger students.
  - b. The presentation should include at least three items out of the following: useful advice, a skit, a game, a story, a comical drawing.
  - c. Prepare visual aids to help you with the presentation.
- 5 **Discuss what you’ve learned as a result of this activity.**

**6 Match the following nouns with their definitions. Find the words in the *Info Box* and translate the sentences in which they occur. Form your own sentences or word-combinations with each of the words.**

1. record
2. couplet
3. manuscript
4. epic
5. extract
6. tale
7. edition
8. line

- a. a passage selected from a poem, book, piece of music, etc.
- b. two lines of verse of equal length one after the other
- c. a row of words on a page of writing or in print
- d. a document that is written by hand, not typed or printed; an author's work when it is not yet a printed book
- e. a story, often that is simple to read or understand
- f. a long poem about the deeds of great men and women, or about a nation's past history
- g. the total number of copies of a book, newspaper, etc. issued at one time
- h. permanent account, esp. in a document or computer, of facts, events, etc.

**7 Read the *Info Box*. Try to recognize *Old English* and *Middle English* words in the passages given as examples, and provide their *Modern English* equivalents. How much can you understand out of these passages?**

**8 How much do you think English will change in 100-200 years? Try to guess what might influence this change.**

**9 Read the following passage. Explain what in your opinion makes it funny.**

## INFO BOX

### Old English Period

The earliest Old English records date back from about the year 650. Most surviving Old English manuscripts, however, are from the tenth and eleven centuries, including the single surviving manuscript of the epic poem *Beowulf*. The English of these times is much different from that of today. The extract below is taken from records of English written documents of old times. The first lines of the *Lord's Prayer* as written in the southwest of England about the year 1000 says: *Faeder ure, thu the eart on heofenum, si thin nama gehalod...*

### Middle English Period

- Chaucer wrote during the Middle English period and died in the year 1400, the English is much more easily recognizable as the language we speak today. See below the famous opening couplet of Chaucer's *Canterbury Tales*:

*What that Aprille with his shoures sote,  
The droghte of Marche hath perced to the rote.*

- Shakespeare, like Chaucer, wrote in the London dialect of English, so did other writers of his time. It is important to realize that more current editions of Shakespeare do not keep the original spellings. Here is a famous line from *Hamlet* as found in an edition printed in 1604 (the second Quarto edition): *O that this too too sallied flesh would melt...*

## LEARN ENGLISH WITH A SMILE

### European Commission News



The European Commission has just announced an agreement whereby English will be the official language of the European Union (rather than German, the other candidate language). As part of the negotiations Her Majesty's government conceded that English spelling had some room for improvement and has accepted a five year phase-in plan that would be known as Euro-English.

In the first year the soft "c" will be replaced by an "s". Certainly, this will make some sivil servants jump with joy. The hard "c" will then be dropped in favour of the "k". This should klear up konfusion and keyboards can have one letter less.

There will be growing publik enthusiasm in the sekond year when the troublesome "ph" will be replaced by the "f". This will make words like fotograf shorter.

In the 3rd year, publik akseptanse of the new spelling can be expekted to reach the taget where more komplikated changes are possible. Governments will enkourage the removal of double letters, which have always ben a deterrent to akurate speling. Also al wil agre that the trouble of the silent "e" in the languag is disgrasful and it should go away...

By the 4th yar peopl wil be replasing "th" with "z" and "w" with "v".

During ze fifz yar unesesary "o" can be dropped from vords kontain-ing "ou", and similar changes vud of korz be aplid to ozer kombinations of leters.

After zis fifz yar ve vill hav a reli sensible riten styl. Zer vil be no mor trubl or difficultis and evri vun vil find it esi tu onderstnd ech ozer. Ze drem vil finally kum tru.

**10 Change the following sentences to passive forms. Be sure to use the same tense as in the original sentence.**

1. He has made only a few mistakes in his dictation.
2. They are investigating the case right now.
3. The fire has entirely destroyed the house.
4. His parents permit him to do whatever he pleases.
5. We'll have finished all the work by the time you come home.
6. Several aspects of this subject require further discussion.
7. We have to fill out these forms.
8. She has already made the reservations.
9. I hope I didn't offend you.
10. While she was cleaning the attic she found some letters addressed to her granny.

**11 In the following sentences containing passive verbs without agents, use the verb form required by the time expression.**

1. Most of the work (complete) before they left for the seaside.
2. Their house (paint) when a fire broke out.
3. A new law (vote) in the Parliament right now.
4. The children (already, take) to their granny.
5. The crystal egg (lose) and nothing (hear) about it since that time.
6. His behaviour (discuss) when his parents (invite) to come to school.
7. The saplings they brought yesterday (plant) right now in the school garden.
8. A delicious dinner (prepare) by the time they arrive.
9. The patient (must, take) to the hospital and his relatives (should, inform) about the accident.

**12 Use any of the given words and phrases to introduce it: to explain, to inquire, to ask, to reply, to add, to exclaim, to remark, to interrupt, to prompt, to repeat, to point out, to retort.**

1. "Never mind who I was talking to."
2. "I am looking for my friend, I don't know where he is. He was here at 11 o'clock".
3. "She has been informed there weren't any strangers in the hotel."
4. "I tell you, I have never met this person, it's a mistake, I think."
5. "When we find him, we'll all have a good laugh together."
6. "Why is he in such a hurry to leave?"
7. "When can you take up your duties, Doctor Manson?"
8. "It's your duty to help us. It's a game, but a damned important one for all of us."
9. "Has she deserved that you should treat her like this?"
10. "How is she going to live? Don't you care for her any more?"
11. "John Wesley's Chapel was built in 1778."
12. "What do you want with me?"
13. "I'll always come to see you in the evening, Frank."

**13 Give the two possible ways of restating the following sentences in the Passive Voice. Do not change the tense, and do not include the agent unless it is necessary for the meaning.**

1. She gave the letter to Johnny to copy it.
2. We have mailed them the answer today.
3. My mother will buy me some warm clothes for winter.
4. The bank had lent us the money we needed.
5. A local firm offers her a good job.
6. My bank is sending me a huge credit card bill.
7. Somebody sent us a very mysterious package. Shall I open it?
8. Karen mailed a check to the bank.
9. The doctor explained the problem to the patient.
10. She has never told us about her misfortunes.
11. The hotel is furnishing him everything he needs.

**14 Change the sentences into Indirect Speech. Use the words given in brackets.**

1. I must say it, I can't keep it to myself. (to cry out)
2. Martha, put the chain back on the door. (to insist)
3. Wait till I ring and tell Martha to make a cocktail. (to ask)
4. Martha, is the chain on the door? Don't open it for anyone. (to inquire, to order)
5. I do hope, I haven't kept you waiting long. (to explain)
6. Mrs. Brown never says anything and even what she says is so ordinary. (to remark, to continue)
7. That's not the kind of thing you pay to hear. (to point out)
8. You must excuse my being so brainless, I'm not really brainless, it's just the excitement. (to remark)
9. Oh, thank you, Martha, put them down here beside the others. (to tell)
10. Is that some one at the door? — don't take the chain off it, gracious — don't let any one in, Martha. (to be anxious to know, to implore)
11. I've just had such an exciting experience. (to explain)
12. Royal Festival Hall was built for the 1951 Festival of Britain. (to add)

# SUPPLEMENT

HOLIDAYS AND CUSTOMS

PHONETIC SUPPORT

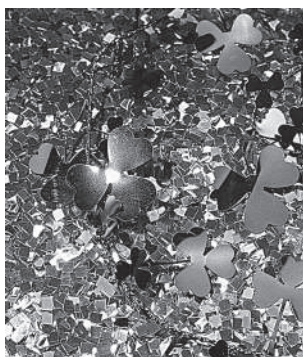
READING GUIDE

TRYING YOUR HAND  
AT WRITING POEMS

TAPE SCRIPTS

METRIC SYSTEM

LIST OF IRREGULAR VERBS



# Holidays and Customs

The word *holiday* literally means *holy day*. It is synonymous with *celebration*.

Most public holidays in the United Kingdom are also known as *Bank Holidays*. People do not go to work, but on many of these days, shops stay open.

In the strict sense, there are no national holidays in the United States. Each of the 50 states has jurisdiction over

its holidays. In practice, however, most states observe the federal (*legal*) public holidays, even though the President and Congress can legally designate holidays only for federal government employees.

People in Moldova celebrate both public and religious holidays.



August

## AUGUST BANK HOLIDAY LAST MONDAY IN AUGUST



On the Bank Holiday in the UK, the towns folk usually flock into the country and to the coast. If the weather is fine, many families take a picnic-lunch or tea with them and enjoy their meal in the open. Great amusement parks do a roaring trade with their scenic railways, shooting galleries, water-shoots, Crazy Houses, Haunted Houses, and so on. Trippers will wear comic paper hats with slogans such as: "Kiss Me Quick" and they will eat and drink the weirdest mixture of stuff you can imagine. Bank Holiday is also an occasion for big sports meetings, mainly all kinds of athletics. There are also horse race meetings all over the country.



## INDEPENDENCE DAY AUGUST 27

August 27 is a holiday to celebrate the anniversary of Moldova's independence from the former Soviet Union. When "Perestroika" started many of the former Soviet Republics declared themselves independent. The Independence of Moldova was declared on August 27 in

1991 as a result of the struggle for independence of the progressive movements of the Republic. Moldova took a new democratic way in its development.

On Independence Day many concerts, meetings and literary activities are held in the parks and throughout the towns celebrations are organized.



## LANGUAGE DAY AUGUST 31

This is a special day to celebrate the return to the Latin alphabet for the Romanian language on August 31, 1989. Celebrations are held throughout the country. There are

many literary activities in which many writers, poets, and government officials take part. This day is also considered an official holiday.

September

## LABOUR DAY FIRST MONDAY IN SEPTEMBER



This day has been a federal holiday since 1894. Its purpose is to honour the nation's working people. In many cities the day is marked by parades of working people representing the labour unions. For most Americans, it also marks the end of the summer season, during which most of them take vacations - although vacations can be taken at other times of the

year. Public schools and other schools below the college level open just before or after Labour Day.

October



## COLUMBUS DAY SECOND MONDAY IN OCTOBER

This day commemorates the landing in the New World on October 12, 1492 of the Italian navigator Christopher Columbus. President Franklin Roosevelt proclaimed every October 12 as Columbus Day. Since 1971, it has been celebrated on the second Monday in October. The major celebration takes place in New York City, which holds a huge parade each year.





## HALLOWEEN

OCTOBER 31



Halloween means *holy evening* and takes place on October 31st.

At parties, people dress up in strange costumes and pretend they are witches or ghosts. They cut horrible faces in pumpkins and put a candle inside, which shines through their eyes. People play different games such as trying to take an apple from a bucket of water using their mouth only.

Children dressed in white sheets knock on doors at Halloween and ask if you would like a *trick* or *treat*. If you give them something nice, a *treat*, they go away. However, if you don't, they play a *trick* on you, such as making a lot of noise or spilling flour on your front doorstep.

## November



### VETERANS' DAY NOVEMBER 11

This holiday was originally called Armistice Day and was established to honour those Americans who had served in the World War I. It falls on November 11, the day on which that war ended in 1918. Nowadays it honours veterans of all the wars in which the United States has been involved. Organizations of war veterans hold parades or other special ceremonies. The President or other high official places a wreath on the Tomb of the Unknown Soldier at Arlington National Cemetery outside Washington, D. C. There are soldiers buried there from each war the United States has fought in since World War I.



## THANKSGIVING

FOURTH THURSDAY IN NOVEMBER



The American Thanksgiving holiday began as a feast of thanksgiving in the early days of the American colonies almost 400 years ago when the Indians taught the pilgrims how to grow crops, hunt and fish, in other words, helped them survive.

Thanksgiving is a time for tradition and sharing. Even if they live far away, family members gather for a reunion. All give thanks for the good things that they have.

Thanksgiving traditional menu includes stuffed roast turkey, sweet potatoes, white mashed potatoes, creamed corn, pumpkin pie, and cranberry sauce.

Many people attend religious services on Thanksgiving Day. Civic groups and charitable organizations offer a traditional meal to those in need, particularly the homeless.

Each year, Macy's, the largest store in the world, organizes the Thanksgiving Day parade in New York City.



### GUY FAWKES NIGHT NOVEMBER 5

In 1605, King James I was on the throne. As a Protestant, he was very unpopular with Roman Catholics. Some of them planned to blow up the Houses of Parliament on November 5 of that year, when the King was going to open Parliament. Under the House of Lords they stored thirty-six barrels of gunpowder, which were to be exploded by a man called Guy Fawkes. However, one of the plotters

spoke about these plans and Fawkes was discovered, arrested and later hanged. Since that day, the English traditionally celebrate the 5th of November by burning a dummy, made of straw and old clothes, on a bonfire, at the same time letting off fireworks. This dummy is called a 'guy' (like Guy Fawkes) and children can often be seen on the pavements before November 5 saying, 'Penny for the guy'. If they collect enough money they can buy some fireworks.

## REMEMBRANCE DAY (POPPY DAY)

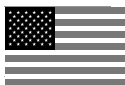
SUNDAY NEAREST NOVEMBER 11



Remembrance Day is observed throughout Britain in commemoration of the million or more British soldiers, sailors and airmen who lost their lives during the two World Wars. On that day special services are held in the churches and wreaths are laid at war memorials throughout the country and at London's Cenotaph. The two-minute silence begins at the first strike of Big Ben booming 11 o'clock, and is broken only by the crash of distant artillery and perhaps by the murmur of a passing jet. When the two-minute silence is over, members of the Royal Family or their representatives and political leaders come forward to lay

wreaths at the foot of the Cenotaph. Then comes the march past the memorial of ex-servicemen and women, followed by an endless line of ordinary citizens who have come here with their personal wreaths and their sad memories.

On that day, artificial poppies, a symbol of mourning, are traditionally sold in the streets everywhere, and people wear them in their buttonholes. The money collected in this way is later used to help the men who had been crippled during the war and their dependants.



## CHRISTMAS DECEMBER 25

It seems that nearly every family in the USA has its own unique Christmas observances.

Many people are especially proud of Christmas traditions brought to the United States from their countries of origin. The wonderful diversity of foods, music and songs, prayers and stories – all make Christmas the holiday of holidays in the United States. Some family members go to choose a Christmas tree to buy and bring home. Others decorate the house, or wrap presents. And of course, each household needs to make lots of food! The Christmas table looks much like a Thanksgiving feast of turkey and ham, potatoes and pie. No Christmas is complete without lots of desserts.

On Christmas Eve and on Christmas Day, there are religious ceremonies at churches attended by families. Special Christmas songs, or carols, are sung and heard all during the holiday season.

For most British families, Christmas is the most important festival of the year.

On the Sunday before Christmas in the United Kingdom many churches hold a carol service where special hymns are sung. Sometimes carol-singers can be heard on the streets as they collect money for charity. People are reminded of Charles Dickens' story *Christmas Carol*. Most families decorate their houses with brightly-coloured paper or holly, and they usually have a Christmas tree in the corner of the front room, glittering with coloured lights and decorations.

There are a lot of traditions connected with Christmas but perhaps the most important one is the giving of presents.



## BOXING DAY DECEMBER 26

The 26th of December is also a public holiday in the UK, Boxing Day, and this is the time to visit friends and relatives or watch football.

In the country there are usually Boxing Day Meets (fox-



Charity actions are organized. Members of organizations such as the Salvation Army dress up as Santa Claus and stand on the sidewalks outside stores to collect money for their own soup kitchens. People contribute new or used toys for children in hospitals and orphanages. Employees give a small part of their pay-checks as a donation to a favourite charity. Such groups and organizations try to emphasize the true message of Christmas – to share what you have with others.

American children believe that Santa Claus lives at the North Pole with his wife. On December 24, Christmas Eve, Santa hitches his eight reindeer to a sleigh, and he delivers presents to children all around the world, that is, if they had been good all year.



## CHRISTMAS DECEMBER 25



Children leave a long sock or stocking at the end of their beds on Christmas Eve, December 24, hoping that Father Christmas will come down the chimney during the night and bring them small presents, fruit and nuts. They are usually not disappointed! At some time on Christmas Day the family will sit down to a big turkey dinner followed by Christmas pudding.

Later in the afternoon they may watch the Queen on television as she delivers her traditional Christmas message to the United Kingdom and the Commonwealth.

hunting). In the big cities and towns tradition on that day demands a visit to the pantomime where once again one is entertained by the story of Cinderella, Puss in Boots or whoever it may be – the story being protracted and elaborated into as many spectacular scenes as the producer thinks one can take at a sit.

## CHRISTMAS DECEMBER 25 BY NEW CALENDAR, JANUARY 7 BY OLD CALENDAR



Catholic and Protestant churches celebrate Christmas on December 25 and Orthodox churches celebrate it on January 7, in accordance with the "old" calendar. There is still very little commercialization in Moldova. Usually families have dinner together and go to church. Children and sometimes adults go from house to house and sing carols (*colinde*). Hosts give them candies and money.

Charity donations for those in need are also organized.

At schools concerts and parties to celebrate Christmas and the New Year are organized. The long school winter vacation starts before December 25.

New Year's Eve is a more important festival in Scotland than it is in England, and it even has a special name. It is not clear where the word 'Hogmanay' comes from, but it is connected with the provision of food and drink for all visitors to your home on December 31.

At midnight on December 31 people celebrate the coming of the New Year, by holding hands in a large circle and singing the old song *Auld Lang Syne* by the Scotland's most famous poet Robert Burns.

It was believed that the first person to visit one's house on New Year's Day could bring good or bad luck.

## HOGMANAY AND FIRST FOOTING DECEMBER 31



Therefore, people tried to arrange for the person of their own choice to be standing outside their houses ready to be let in the moment midnight had come. Usually a dark-complexioned man was chosen, and never a woman, for she would bring bad luck. The first footer was required to carry three articles: a piece of coal to wish warmth, a piece of bread to wish food, and a silver coin to wish wealth. In some parts of northern England this pleasing custom is still observed.

## NEW YEAR'S EVE DECEMBER 31 BY NEW CALENDAR, JANUARY 13 BY OLD CALENDAR



On the 31st of December people celebrate New Year's Eve. Children, young people and adults decorate fir trees, prepare costumes, masks, and of course, delicious meals. Families and friends get together to celebrate at midnight with champagne, wine and many toasts. Children are given presents, more often they find them under the New Year tree on the morning of January 1<sup>st</sup>; they believe it was left

there by *Moș Crăciun*.

The children take their bells and go with the *Plugușorul* (plough) to express wishes for the New Year. It is customary to give them treats such as candy, cookies or money.

## January



## NEW YEAR'S DAY JANUARY 1 BY NEW CALENDAR, JANUARY 14 BY OLD CALENDAR

The first of January (14 of January old style) is the beginning of the New Year. In the morning children gather seeds, go to the homes of relatives or friends and then throw the seeds into the house while reciting special words and poems

wishing a good New Year to the hosts. This practice is called "the sowing" (*semănatul*). The children are then given treats, cookies, candy, money, or other small gifts. Relatives and friends visit each other or stay home and watch television.

In the United States the legal holiday is January 1, but Americans begin celebrating on December 31. Sometimes people have masquerade balls, where guests dress up in costumes and cover their faces with masks. According to an old tradition, guests unmask at midnight.

Most of the television channels show Times Square in the heart of New York City. At one minute before midnight, a lighted ball drops slowly from the top to the bottom of a pole on one of the buildings. People count down at the same time as the ball drops. When it reaches the bottom, the New Year sign is lighted. People hug and kiss, and wish each other "Happy New Year!"

## NEW YEAR'S DAY JANUARY 1



Many families and friends watch television together enjoying the Tournament of Roses parade preceding the Rose Bowl football game in Pasadena, California. Today the parade is usually more than five miles long with thousands of participants. City officials ride in the cars pulling the floats. A celebrity is chosen to be the grand marshal, or official master of ceremonies, the queen of the tournament rides on a special float which is always the most elaborate one of the parade, being made from more than 250,000 flowers.



## MARTIN LUTHER KING DAY THIRD MONDAY IN JANUARY

Martin Luther King was a black clergyman who is ranked among the greatest of black Americans because of his crusade during the 1950s and 1960s to win full civil rights for his people. In 1968, Martin Luther King was assassinated while he was leading a workers' strike in Memphis, Tennessee. Martin Luther King's death did not slow the Civil Rights Movement. Black and white people continued to fight for

freedom and equality.

In 1986, President Ronald Reagan declared the third Monday in January a federal legal holiday commemorating Dr. Martin Luther King's birthday. Schools, offices and federal agencies are closed for the holiday. On Monday there are quiet memorial services as well as elaborate ceremonies in honour of Dr. King. All weekend, popular radio stations play songs and speeches that tell the history of the Civil Rights Movement.

## February



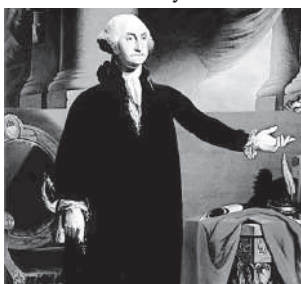
### VALENTINE'S DAY FEBRUARY 14

St Valentine was a priest who lived in Rome and died for his faith in AD 170. His feast happens to fall on February 14th – the traditional day for lovers. But this is mere coincidence. He was not noted for helping lovers in distress and was not therefore the true patron saint of lovers.

There was in early times a strong belief that on this day, birds choose their mates. To some extent this might explain why lovebirds seem to be such popular motifs on Valentine's cards. There used to be a custom in England on St. Valentine's Day, mentioned by Chaucer and Shakespeare: the names of young unmarried men and girls were mixed up and drawn out by chance. The person of the opposite sex

whose name came after yours was your chosen "Valentine" for the year.

Just over a century ago it became fashionable to send pretty lace-edged cards. Anonymity is, of course, part of the thrill of sending Valentine cards – you must not say who you are. The person receiving it must be left to wonder. It is good to know that in this troubled world, love is still living and spreading a little happiness, especially in dreary February.



### PRESIDENTS' DAY THIRD MONDAY IN FEBRUARY



Until the mid-1970s, the birthday of George Washington, first president of the United States (February 22) was observed as a federal holiday. In addition, the birthday of Abraham Lincoln (February 12), president during the Civil War (1861 – 1865), was observed as a holiday in most states. In the 1970s, Congress declared that in order to honour all past presidents of the United States, a single holiday, to be called Presidents' Day, would be observed on the third Monday in February. In many states, however, the holiday continues to be known as George Washington's birthday.



### PANCAKE DAY FEBRUARY

Ash Wednesday is the day in February when the Christian period of Lent begins in the UK. This refers to the time when Christ went into the desert and fasted for 40 days. Although not many people actually give up eating dur-

ing this period, on Pancake Tuesday, the day before Ash Wednesday, they eat lots of pancakes. These are made from flour, milk and eggs, and cooked on a hot pan.



## March

### CELEBRATION OF SPRING - MĂRȚIȘOR MARCH 1



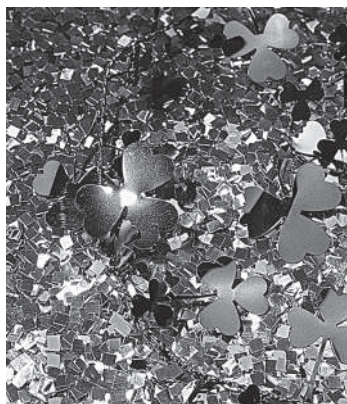
During the first ten days of March, there are many concerts, musicals and entertainment to celebrate spring. As a token of love, friendship and greeting, people give and wear small red and white flowers, mostly a handmade decoration, to signify an age-old legends of Martisor. People wear the Martisor emblem until the last day of March when they hang it on a tree limb to assure a good harvest.



### WOMEN'S DAY MARCH 8

Women's Day is mostly celebrated at work places, schools and families. At schools, children prepare concerts and invite their mothers and grandmothers. They express their appreciation and their love for the care given to them. Men offer flowers and small presents to women at work places. In families food is prepared by men and children, they present gifts, candy and flowers to their wives/mothers and grandmothers.





## ST. PATRICK'S DAY

MARCH 17



Just like many other holidays, St. Patrick has its origins in ancient times. A young boy named Patrick lived on the British Isles. During the war, he was captured and taken as a slave to what is now Ireland. Patrick was very religious and felt that he was called by God to convert Celtic people to the Christian religion. He became a missionary. Once, several people came up to tell him that they found it difficult to understand the belief in the Holy Trinity. Patrick thought for a moment, then stooped down and picked one of the plentiful shamrocks growing wild around Ireland and explained the concept. From that time, the shamrock has been the symbol of Ireland.

St. Patrick died on March 17, and the Irish people set aside the day to mourn. He became the Patron Saint of Ireland. Americans have inherited this custom as many emigrants are of Irish origin.

## April



## APRIL FOOL'S DAY

APRIL 1

In the sixteenth-century France, the start of the New Year was observed on April 1. Then in 1562, Pope Gregory introduced a new calendar for the Christian world, and the New Year fell on January 1. There were some people, however, who did not believe in the change of the date, so they continued to celebrate the New Year on April 1.

Others played tricks on them and called them *April fools*. They sent them on a *fools' errand* or tried to make them believe that something false was true.

Today people in many countries of the world play small tricks on friends and strangers alike on the first of April. Most April Fool jokes are in good fun and not meant to harm anyone. The American humourist Mark Twain wrote: "The first of April is the day we remember what we are the other 364 days of the year."



## ARBOUR DAY/EARTH DAY

APRIL 22



In the 1840s, the mid-western state of Nebraska was a territory within a wide prairie. There was no shade from the sun or wind, and crops did not grow well in the dry earth.

Sterling Morton, a journalist who moved to those lands advocated planting trees to help life on this vast barren plain. Nebraskans planted almost one million trees on the first Arbour Day. In 1882 Nebraska declared the Arbour Day as a legal holiday. Later the date was changed to April 22, Morton's birthday.

On April 22, 1970 Arbour Day activities were modified to emphasize the critical importance of the environment and to make Americans aware of the destruction of the Earth's natural preserves. This day was called Earth Day and observed by twenty million Americans. Twenty years later, Earth Day was observed once again in Washington D.C. and since then it is observed annually.

## May



## MAY DAY CELEBRATIONS

FIRST MONDAY IN MAY

The beautiful springtime festival of May Day is observed in every nation, each according to its own customs and traditions. In most countries on May 1, a new life begins for both nature and man.

Britain likes to celebrate the end of winter. Their celebrations are connected with dancing, which is performed to

encourage life and growth and drive away harmful spirits. Children may be seen dancing round the maypole on village greens, wearing their brightly- coloured scarves into a beautiful pattern. Morris men dance all day long on May 1 waving their white handkerchiefs to drive away the evil spirits and welcome in the new ones.

## LABOUR DAY

MAY 1



This is a day of the working people. It is a day off and people stay at home, or often go to the forest for a picnic with family and friends. More often the second of May is a day off as well.

## VICTORY DAY MAY 9



This holiday was initially established to honour those who had served in World War II. It falls on May 9, the day when World War II ended. It honours veterans of all the wars in which Moldovans have been involved, including veterans of

the Afghanistan war and Transnistrian conflict. Flowers are placed on the monuments of those who died during wars, and meetings are held.



## MOTHER'S DAY SECOND SUNDAY IN MAY

England was one of the first countries to set aside a day to recognize mothers. In the eighteenth century when many people worked as household servants for the rich, "Mothering Sunday" was given to them to return home to be with their mothers. Later, in the twentieth century, one Sunday was established as a holiday for mothers.

In the USA, Mother's Day did not become an official holiday until 1914.

On Mother's Day morning, some children follow the tradition of serving their mothers breakfast in bed. Other children will give their mothers gifts which they have made themselves or bought in stores. Adults give their mothers red carnations, the official mother's day flower. People try to show how much they appreciate their mothers.



## MEMORIAL DAY LAST MONDAY IN MAY



This holiday is a day on which Americans honour the dead. Originally a day on which flowers were placed on graves of soldiers who died in the American Civil War, it has become a day on which the dead of all wars and all other dead are remembered in the same way. Church services, visits to the cemetery, flowers on graves, or even silent tribute mark the day with dignity and solemnity. It is a day of reflection.

In many communities, special ceremonies are held by the veterans of military services in cemeteries, or at monuments to those who had died in the wars. Some hold parades and others hold memorial services or special programmes in churches, schools or other public meeting places.

On Memorial Day, the President or Vice President of the United States gives a speech and lays a wreath on the tombs.

## Other Spring Holidays



## EASTER

At Easter, people celebrate the idea of the new birth by giving each other chocolate Easter eggs, which are opened and eaten on Easter Sunday.

Egg-rolling is a traditional Easter pastime which takes place on Easter Sunday or Monday, and consists of rolling coloured, hard-boiled eggs down a slope until they are cracked and broken after which they are eaten by their owners. The tradition of rolling the eggs is kept in the USA as well. The ancient custom of dyeing eggs at Easter time is still very popular.

The Easter bunny originated in pre-Christian fertility lore. The rabbit was the most fertile animal our ancestors knew, so they selected it as a symbol of new life. Today, children enjoy eating candy bunnies and listening to stories about the Easter bunny, who supposedly brings Easter eggs in a fancy basket.



Easter is celebrated at churches in traditional all-night services with the congregation standing the entire time. In the early morning people go out of the church and form circles around the building. Each family prepares a display on the ground or in a basket which includes Easter cake (pasca), red coloured eggs, wine, other food, and a lighted candle. The priest dips a branch of basil into a large bucket of water, and splashes generously droplets of holy water over the people and their food in a traditional blessing. Everybody is

supposed to eat blessed food in the morning before eating something else for three consecutive days. Easter Monday is also celebrated as an official holiday. Children visit relatives and are given coloured eggs, cookies, candies and money.

For forty days after Easter, instead of the greeting, "Bună ziua," the greeting is "Hristos a înviat" with the response "Adevărat a înviat." On the fortieth day, people say "Hristos s-a înalțat," with the response "Cu-adevărat s-a înalțat."

## EASTER



## EASTER FOR THE DEAD (PAȘTELE BLAJINIILOR)



A week after Orthodox Easter, there is a “Easter for the Dead,” when people go to the cemetery with food and wine to visit with family and friends and remember those who have died.

To decorate, towels are spread on the graves and individual arrangements are placed on the towels. Each arrangement includes *colac* (special braided bread), red coloured eggs, a bit of candy or mini bagel, and a slender church candle. These special arrangements are called *pomană*, and they are given as a gift to other people to remember the dead person with the words “*de sufletul lui ...*” (for the soul of). The meaning of this saying is that people believe that the soul of the dead will rest in peace, having all that he needs in the

other world.

There is much visiting as people go from one grave to another with an exchange of the “arrangements” which are presented with *prosop* (a towel), and the sharing of wine. There are no toasts, and a person will often dribble a bit of wine alongside the grave with the words: “*de sufletul lui*” and “*să-i fie, ărina ușoară.*” The exchanges may also include a cup or mug filled with candies or sweets and perhaps even sugar or rice. Afterwards they eat and drink, and continue their celebration at home.

The Monday after the Easter of the Dead is an official holiday.

## June



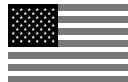
### THE DERBY FIRST WEEK IN JUNE

The annual race for the “Derby” at Epsom racecourse in Surrey (UK) is perhaps the most famous single event in the whole world. The day is almost a public holiday. It is Derby Day (it takes place in the first week in June) and it is attended by an army of bookmakers to record their bets, of gypsies ready to tell their fortunes and side-show proprietors to provide amusement during the hours of waiting. Of those

who stay away, the majority, even of those who do not gamble habitually, will do so in a small way on Derby Day. Every office, club, shop and factory will run its Derby sweepstake which you enter in the hope that you will, draw the name of the winning horse out of a hat and thus win all the money contributed by the various competitors.



### FLAG DAY JUNE 14



On June 14, 1777, Congress proposed that the United States have a national flag instead of the British Union Jack. June 14 is celebrated as the Flag Day. Americans treat their flag with much respect.

## July



### THE USA INDEPENDENCE DAY JULY 4

This day is regarded as the birthday of the United States as a free and independent nation. Most Americans simply call it the “Fourth of July”, on which date it always falls. The holiday recalls the signing of the Declaration of Independence on July 4, 1776.

Every July 4, Americans have a day off. Since the holiday occurs during the summer when the weather is good, it is usually celebrated with outdoor activities, such as picnics, sporting events, parades, and fireworks displays. Generally, picnics with patriotic speeches and parades are held all over the United States. It is also a day on which fireworks displays fill the skies in the evening. The flying of flags, which also takes place on Memorial Day and some other holidays, is common. The afternoon activities would not be complete without lovely music, a friendly baseball game, three-legged races, and a pie-eating or watermelon-eating contests. Some cities have parades with people dressed as the original founding fathers who march in parades to the music of high school bands. Wherever Americans are around the globe, they will get together for a traditional 4th of July celebration!



# TRYING YOUR HAND AT WRITING POEMS

A poem is an expression of a poet's perception of the world. A poem contains the elements of imagery, rhythm and rhyme.

**Imagery** is a special use of words that makes them suggest more than they mean in ordinary speech. By using imagery the poet helps the reader form mental pictures.

**Rhythm** is the pattern of accented and unaccented syllables in a line of poetry. This pattern gives a poem its beat.

**Rhyme** is a regular pattern of similar sounds. In the end rhyme sequential or alternate lines end in words similar sounds words (for example fan and ran). Any regular pattern of vowel sounds, no matter where it occurs in the poem, qualifies as rhyme.

## Couplet

A couplet is a pair of lines that rhyme. The couplet may be complete in itself or it may be part of a longer poem.

*The artist stirred some blue and green  
To paint an underwater scene.*



## Quatrain

A quatrain is a four-line poem. Its scheme may be aabb, abab, abcb, or abba. Quatrains are often combined to form a long poem.

*There is nothing quite so peaceful  
As the sound of gentle rain,  
Pitter-pitter-patting  
Against my window pane.*



## Cinquain

A cinquain is an unrhymed poem made up of five lines. Each line of the poem has a set number of words and a specific function.

Line 1 — one word that names a subject

Line 2 — two words that describe the subject

Line 3 — three verbs that describe actions related to the subject

Line 4 — four words that express a feeling about the subject

Line 5 — one word that refers to or is a synonym for the subject

*Butterflies*

*Gentle creatures*

*Fluttering, searching, landing*

*Lovely flashes of light*

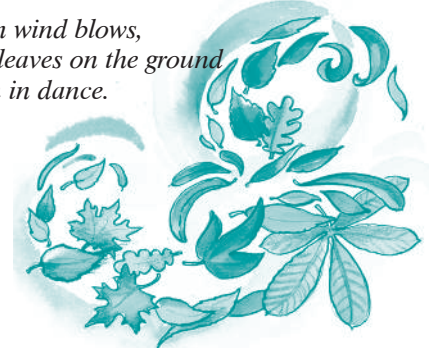
*Miracles.*



## Haiku

The haiku originated in Japan. It is an unrhymed poem made up of three lines and 17 syllables. The first and third lines have five syllables each, and the second line has seven. Traditional Japanese haiku describes something in nature, with reference to one of the seasons. Although the poems are brief, they convey much feeling.

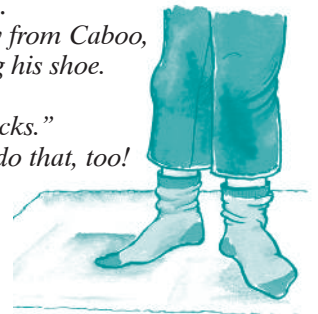
*The autumn wind blows,  
Calling the leaves on the ground  
To join him in dance.*



## Limerick

A limerick is a humorous five-line poem. It is made up of 13 beats and has a rhyme scheme of aabba. Lines 1, 2, and 5 each have three beats. Lines 3 and 4 each have two beats. The poem is named after the city of Limerick, Ireland, although no one knows how or where the form originated.

*There was a young boy from Caboo,  
Who had trouble trying his shoe.  
He said to his ox,  
"I'll just walk in my socks."  
Now all of his friends do that, too!*



# ESSAY WRITING TIPS

## Am I good at writing essays?

### WHAT IS AN ESSAY?

An essay is

- a short literary composition
- on a single subject
- that presents the personal view of the author.

### HOW MUCH TIME WILL I HAVE TO WRITE MY ESSAY? HOW LONG SHOULD IT BE?

At exams and tests, including the TOEFL test, most likely, 30 minutes will be allotted for a required length of approximately 300 words. This is a general guideline, though, as length and time may differ from case to case.

### HOW IS ESSAY WRITING DIFFERENT FROM ORAL SPEECH?

As opposed to oral communication, people do not have the possibility to challenge you to give reasons for your statements. So, if you want to communicate effectively with them, you must give solid evidence for any point you make in your essay.



### DOES THE ESSAY NEED TO HAVE A STRUCTURE?

The general structure is as follows:

#### Introductory paragraph

The introduction should be designed to attract the reader's attention and give an idea of the essay's focus.

- Begin with an **attention grabber** - several sentences.
- Continue with **the thesis/the central idea** – one or two sentences.
- You may choose to add the plan of development (optional) – a preview of the major points that will support the main thesis listed in the order they will appear in the essay – usually one sentence.

#### 1<sup>st</sup> PARAGRAPH

#### Body (2-4 paragraphs)

Two to four supporting paragraphs. A paragraph is a group of related sentences that develop one single idea that supports your thesis. If you have three or four main ideas, you will have three or four body paragraphs.

#### 2<sup>nd</sup> PARAGRAPH

Topic sentence: it is a summarizing sentence of a paragraph; it states the point to be detailed in that paragraph, what the paragraph is about. It can be placed at the beginning or at the end of the paragraph.

#### 3<sup>rd</sup> PARAGRAPH

Supporting sentences: they develop and explain the paragraph idea. Give specific reasons and evidence. Give enough specific details to excite the reader's interest and to explain the writer's point.

#### Concluding paragraph

The conclusion brings closure to the reader, summing up your points or providing a final perspective on your topic. All the conclusion needs is three or four strong sentences which do not need to follow any set formula. Simply review the main points (being careful not to restate them exactly) or briefly describe your feelings about the topic.

Add a final memorable thought. Include one of the following:

- a thought provoking question or short series of questions following the points you made in the essay
- a prediction; state what will happen in future
- a call for action
- a recommendation that suggests what should be done about a situation or problem
- a quotation
- an interesting twist of logic

### HOW CAN I GRAB THE READER'S ATTENTION IN THE INTRODUCTORY PARAGRAPH?

- Begin with startling information. This information must be true and verifiable, and it doesn't need to be totally new to your readers. It could simply be a pertinent fact that explicitly illustrates the point you wish to make.
  - Start with an idea or situation opposite to the one you will develop (a surprise element).
  - Explain the importance of the topic (the reader will want to continue reading).
  - Use an incident, brief story, or anecdote (appeal to curiosity/grabbing attention). An *anecdote* is a story that illustrates a point. Be sure your anecdote is short, to the point, and relevant to your topic.
  - Ask one or two questions; remember that questions need answers.
  - Use a quotation, proverb, saying, advertising slogan, or someone's favourite expression.
  - Use a dialogue. An appropriate dialogue does not have to identify the speakers, but the reader must understand the point you are trying to convey. Use only two or three exchanges between speakers to make your point. Follow the dialogue with a sentence or two of *elaboration*.
- If the attention grabber was only a sentence or two, add one or two more sentences that will lead the reader from your opening to your thesis statement.

### WHAT IS A THESIS AND HOW TO CORRECTLY WRITE IT?

Pick your best idea and put it down in a clear assertion that you can write your entire essay around. Your thesis is your main point, summed up in a concise sentence that lets the reader know where you're going, and why. It's practically impossible to write a good essay without a clear thesis.

#### Common Mistakes

- Do not substitute the introduction of the subject for a true thesis idea.  
e.g. The subject of this essay will be my parents.
- Thesis is too broad or too narrow

e.g. My parents have been the most influential people in my life. (the thesis is too broad)

e.g. My parent had only one child. (the thesis is too narrow)

e.g. My parents helped me grow in three important ways (an this is OK thesis)

e.g. My parents helped me grow in three important ways, although in other respects I was limited (this is a vague statement, that includes two separate ideas and therefore hard to support)

### WHAT ARE TRANSITIONAL DEVICES/LINKING WORDS? WHAT IS THEIR PURPOSE?

Transitional devices help the reader to follow the writer's line of thought from one idea or concept to another. They help to move the ideas smoothly from one sentence to another, or from one paragraph to another.

### HOW DO I KNOW THAT MY ESSAY IS GOOD?

When you finish, evaluate your essay. Ask yourself the following questions:

- Does my essay address the topic? Does it focus on the assigned topic? Does it complete all tasks set forth by the assignment?
- Are my thoughts organized well? Is there an effective introduction? Are the paragraphs logically arranged? Does each paragraph focus on one main idea? Are there smooth transitions between paragraphs? Is there an effective closing?
- Does the essay support all my points? Are there sufficient specific details for each point? Are the examples given relevant to the issue? Are the examples fully developed?
- Did I use language correctly? Check for correct grammar, punctuation, spelling, vocabulary.

# TRANSITIONAL DEVICES / LINKING WORDS / PHRASES

|                                                                 |                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Personal opinion</i>                                         | in my opinion, in my view, to my mind, to my way of thinking, personally I believe that, it strikes me that, I feel very strongly that, I am inclined to believe that, it seems to me that, as far as I am concerned, I think that                                                                                                                      |
| <i>To list advantages and disadvantages</i>                     | one advantage of, another advantage of, one other advantage of, a further advantage of, the main advantage of, the greatest advantage of, the first advantage of; one disadvantage of, another disadvantage of, one other disadvantage of, a further disadvantage of, the main disadvantage of, the greatest disadvantage of, the first disadvantage of |
| <i>To list points</i>                                           | firstly, first of all, in the first place, secondly, thirdly, finally, to start with                                                                                                                                                                                                                                                                    |
| <i>To list points in a specific sequence</i>                    | beginning – first, to start with, to begin with, first of all; continuing – secondly, after this/that, afterwards, then, next; concluding – finally, lastly, last but not least                                                                                                                                                                         |
| <i>To add more points on the same topic</i>                     | what is more, furthermore, apart from this/that, in addition (to this), moreover, besides (this), not to mention the fact that, also, too, not only ... but, both ... and                                                                                                                                                                               |
| <i>To refer to other sources</i>                                | with reference to, according to                                                                                                                                                                                                                                                                                                                         |
| <i>To express cause</i>                                         | because, owing to the fact that, due to the fact that, on the grounds that, since, as, in view of, because of, owing to, for this reason, seeing that, now that                                                                                                                                                                                         |
| <i>To express effect</i>                                        | thus, therefore, so, consequently, as a result, as a consequence, for this reason                                                                                                                                                                                                                                                                       |
| <i>To express purpose</i>                                       | for fear (that), so that, so as to, in order to, in case                                                                                                                                                                                                                                                                                                |
| <i>To emphasise what you say</i>                                | clearly, obviously, of course, needless to say                                                                                                                                                                                                                                                                                                          |
| <i>To express reality</i>                                       | it is a fact that, in effect, in fact, as a matter of fact, the fact of the matter is (that), actually, in practice, indeed, to tell you the truth                                                                                                                                                                                                      |
| <i>To express the difference between appearance and reality</i> | initially, at first, at first sight                                                                                                                                                                                                                                                                                                                     |
| <i>To give examples</i>                                         | for instance, for example, such as, like, particularly, in particular, especially                                                                                                                                                                                                                                                                       |
| <i>To make general statements</i>                               | as a general rule, generally, in general, on the whole                                                                                                                                                                                                                                                                                                  |
| <i>To make partially correct statements</i>                     | up to a point, to a certain extent, to some extent, in a sense, in a way                                                                                                                                                                                                                                                                                |
| <i>To express limit of knowledge</i>                            | to the best of my knowledge, as far as I know                                                                                                                                                                                                                                                                                                           |
| <i>To state other people's opinion</i>                          | it is popularly believed that, people often claim that, it is often alleged that, some people argue that, many argue that, a lot of people think that, a lot of people believe that, contrary to popular belief                                                                                                                                         |
| <i>To make contrasting points</i>                               | yet, however, nevertheless, but, at the same time, even so, still, nonetheless, although, even though, regardless of the fact that, in spite of the fact that, despite the fact that, while                                                                                                                                                             |
| <i>To express balance (the other side of the argument)</i>      | however, but, on the other hand, although, yet, at the same time, in contrast                                                                                                                                                                                                                                                                           |
| <i>Negative addition</i>                                        | neither ... nor, either, neither, nor.                                                                                                                                                                                                                                                                                                                  |
| <i>To express exception</i>                                     | but, apart from, except (for)                                                                                                                                                                                                                                                                                                                           |
| <i>To clarify/rephrase</i>                                      | in other words, that is to say, to put it another way                                                                                                                                                                                                                                                                                                   |
| <i>To express similarity</i>                                    | similarly, likewise, in the same way                                                                                                                                                                                                                                                                                                                    |
| <i>To give an alternative</i>                                   | either, on the other hand, alternatively                                                                                                                                                                                                                                                                                                                |
| <i>To express condition</i>                                     | on the condition that, provided (that), providing (that), only if, as long as, in the event, in the event that, if, in case of, in case it, whether (or not), otherwise, or (else)                                                                                                                                                                      |
| <i>To express the consequence of a condition</i>                | consequently, then, so, in which case, if so, if not, otherwise                                                                                                                                                                                                                                                                                         |
| <i>To express comparison</i>                                    | as ... as, more ... than, twice as ... as, less ... than                                                                                                                                                                                                                                                                                                |
| <i>To conclude</i>                                              | finally, lastly, above all, all in all, taking everything into account, on the whole, all things considered, in conclusion, as I have said, as was previously stated, to sum up                                                                                                                                                                         |
| <i>Time</i>                                                     | when, whenever, before, until, till, after, since, while, now, that, as                                                                                                                                                                                                                                                                                 |
| <i>Relatives</i>                                                | who, that, whose, which, that, where, whom                                                                                                                                                                                                                                                                                                              |
| <i>Reference</i>                                                | regarding, concerning, with respect, with regard, with reference to, in regard, in reference to                                                                                                                                                                                                                                                         |
| <i>Summarising</i>                                              | in short, briefly, to put it briefly                                                                                                                                                                                                                                                                                                                    |

# TAPE SCRIPTS

## UNIT 1, Lesson 1

### *My Life List*

#### Part II

##### Accomplish:

- ✓73. Become an Eagle Scout
- ✓74. Dive in a submarine
- ✓75. Land on and take off from an aircraft carrier
- ✓76. Fly in a blimp, hot air balloon and glider
- ✓77. Ride an elephant, camel, ostrich and bronco
- ✓78. Skin dive to 40 feet and hold breath two and a half minutes underwater
- ✓79. Catch a ten-pound lobster and a ten-inch abalone
- ✓80. Play flute and violin
- ✓81. Type 50 words a minute
- ✓82. Take a parachute jump
- ✓83. Learn water and snow skiing
- ✓84. Go on a church mission
- ✓85. Follow the John Muir Trail
- ✓86. Study native medicines and bring back useful ones
- ✓87. Bag camera trophies of elephant, lion, rhino, cheetah, cape buffalo and whale
- ✓88. Learn to fence
- ✓89. Learn ju-jitsu
- ✓90. Teach a college course
- ✓91. Watch a cremation ceremony in Bali
- ✓92. Explore depths of the sea
- 93. Appear in a Tarzan movie (He now considers this an irrelevant boyhood dream)
- 94. Own a horse, chimpanzee, cheetah, ocelot and coyote (Yet to own a chimp or cheetah)
- 95. Become a ham radio operator
- ✓96. Build own telescope
- ✓97. Write a book (On Nile trip)
- ✓98. Publish an article in National Geographic Magazine
- ✓99. High jump five feet
- ✓100. Broad jump 15 feet
- ✓101. Run a mile in five minutes
- ✓102. Weigh 175 pounds stripped
- ✓103. Perform 200 sit-ups and 20 pull-ups
- ✓104. Learn French, Spanish and Arabic

- 105. Study dragon lizards on Komodo Island (Boat broke down within 20 miles of island)
- ✓106. Visit birthplace of Grandfather Sorenson in Denmark
- ✓107. Visit birthplace of Grandfather Goddard in England
- ✓108. Ship aboard a freighter as a seaman
- 109. Read the entire Encyclopedia Britannica (Has read extensive parts in each volume)
- ✓110. Read the Bible from cover to cover
- ✓111. Read the works of Shakespeare, Plato, Aristotle, Dickens, Thoreau, Poe, Rousseau, Bacon, Hemingway, Twain, Burroughs, Conrad, Talmage, Tolstoi, Longfellow, Keats, Whittier and Emerson (Not every work of each)
- ✓112. Become familiar with the compositions of Bach, Beethoven, Debussy, Ibert, Mendelssohn, Lalo, Rimski-Korsakov, Respighi, Liszt, Rachmaninoff, Stravinsky, Toch, Tschaikovsky, Verdi
- ✓113. Become proficient in the use of a plane, motorcycle, tractor, surfboard, rifle, pistol, canoe, microscope, football, basketball, bow and arrow, lariat and boomerang
- ✓114. Compose music
- ✓115. Play Clair de Lune on the piano
- ✓116. Watch fire-walking ceremony (In Bali and Surinam)
- ✓117. Milk a poisonous snake (Bitten by a diamond back during a photo session)
- ✓118. Light a match with a 22 rifle
- ✓119. Visit a movie studio
- ✓120. Climb Cheops' pyramid
- ✓121. Become a member of the Explorers' Club and the Adventurers' Club
- ✓122. Learn to play polo
- ✓123. Travel through the Grand Canyon on foot and by boat
- ✓124. Circumnavigate the globe (four times)
- 125. Visit the moon ("Some day if God wills")
- ✓126. Marry and have children (Has five children)
- 127. Live to see the 21st Century (at 75 years of age)

## UNIT 1, Lesson 2

### *Letters to the Editor*

Sir,

I recently went back to my old school and was amazed to see that things had not changed much since I was there over thirty years ago. Pupils were sitting at the same old desks and using the same old books.

Why is it that no-one in our educational system seems to realize that books are a thing of the past? Text-books should be replaced by TV screens in every classroom, with video recorders and computer technology to

get children used to their future working environment. Dictionaries and encyclopedias are old hat - much more data can be stored on compact disks for computers.

Today's children are unlikely to open a book after they leave school and, in time, books will become obsolete. When are our schools going to wake up to the fact that the world has changed?

*Emily C. Davis*

Sir,

Recently my students' reaction to reading novels has astonished me - they want to know if they are available on video cassettes or audio tape to save them the trouble of reading!

They "don't have time" to read, but can spend hours in front of a computer or TV screen. Their parents have no time either - they are too busy working to make sure their kids have "everything they need" and also too tired when they get back home to do much else than flop into an

armchair and switch on cable TV.

My students find books boring, probably because computerized visual effects and televised soap operas have shortened their attention span, impoverished their vocabulary and dulled their imagination. In my humble opinion, reading is essential to help develop lively, creative, critical and literate minds. How on earth can we put this vital message across to the younger generation?

*Yours Keith Collings*

## UNIT 2, Lesson 1

### *Domestic Violence*

You can say that for a typical woman the problem of violence is not the violence in the streets that we hear about all the time, but it's the violence in her own home.

It is impossible to know how much abuse goes on in people's homes. Surveys depend on what the respondents choose to report and their accuracy cannot be verified. The Family Violence Research Laboratory at the University of New Hampshire conducted a study of family violence. It was found that the overall rate (there were 6002 families studied) of husband to wife abuse (the husband hitting the wife) is 113 instances per 1000 couples and the rate of severe violence (hitting, kicking, the use of a weapon) is 30 per 1000 couples. Pushing, grabbing, and shov-

ing is the more common forms of abuse (93 per 1000 couples), followed by slapping at 29 per 1000 couples. Only small numbers of couples reported severe violence - 8 per 1000 couples admitted to being beaten, 4 per 1000 couples reported the husband had threatened the wife with a gun or knife, and 2 per 1000 claimed that the husband had used the knife or the gun. 5 % of the abused women, have been abused more than once. Following the first act of violence, 20% were abused at least once a week or more, 20% were abused once a month or more, and 14 % were victimized six or more times a year.

*Alison Landes, Carol D. Foster, Cornelia B. Cessna,  
"Women's Changing Role"*

## UNIT 2, Lesson 3

### *The Devoted Friend*

*Oscar Wilde*

#### **Part II**

Poor little Hans was afraid to say anything to this, and early the next morning the Miller brought his sheep round to the cottage, and Hans started off with them to the mountain. It took him the whole day to get there and back; and when he returned he was so tired that he went off to sleep in his chair, and did not wake up till it was broad daylight.

"What a delightful time I shall have in my garden", he said, and he went to work at once.

But somehow he was never able to look after his flowers at all, for his friend the Miller was always coming round and sending him off on long errands, or getting him to help at the mill. Little Hans was very much distressed at times, as he was afraid his flowers would think he had forgotten them, but he consoled himself by the reflection that the Miller was his best friend. "Besides", he used to say, "he is going to give me his wheelbarrow, and that is an act of pure generosity."

So little Hans worked away for the Miller, and the Miller said all kinds of beautiful things about friendship, which Hans took down in a note-book, and used to read over at night, for he was a very good scholar.

Now it happened that one evening little Hans was sitting by his fireside when a loud rap came at the door. It was a very wild night, and the wind was blowing and roar-

ing round the house so terribly that at first he thought it was merely the storm. But a second rap came, and then a third, louder than any of the others.

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

There stood the Miller with a lantern in one hand and a big stick in the other.

"Dear little Hans", cried the Miller, "I am in great trouble. My little boy has fallen off a ladder and hurt himself, and I am going for the Doctor. But he lives so far away, and it is such a bad night, that it has just occurred to me that it would be much better if you went 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, "I take it quite as a compliment your coming to me, and I will start off at once. But you must lend me your lantern, as the night is so dark that I am afraid I might fall into the ditch."

"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 it", cried little Hans, and he took down his great fur coat, and his warm scarlet cap, and tied a muffler round his throat, and started off.

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

"Who is there?" cried the Doctor, putting his head out of his bedroom window.

"Little Hans, Doctor."

"What do you want, little Hans?"

"The Miller's son has fallen from a ladder, and has hurt himself, and the Miller wants you to come at once."

"All right!" said the Doctor; and he ordered his horse, and his big boots, and his lantern, and came downstairs, and rode off in the direction of the Miller's house, little Hans trudging behind him.

But the storm grew worse and worse, and the rain fell in torrents, and little Hans could not see where he was going, or keep up with the horse. At last he lost his way.

### Part III

Hans wandered off on the moor, which was a very dangerous place, as it was full of deep holes, and there

poor little Hans was drowned. His body was found the next day by some goatherds, floating in a great pool of water, and was brought back by them to the cottage.

Everybody went to little Hans funeral, as he was so popular, and the Miller was the chief mourner.

"As I was his best friend", said the Miller, "it is only fair that I should have the best place"; so he walked at the head of the procession in a long black cloak, and every now and then he wiped his eyes with a big pocket-handkerchief.

"Little Hans is certainly a great loss to every one", said the Blacksmith, when the funeral was over, and they were all seated comfortably in the inn, drinking spiced wine and eating sweet cakes.

"A great loss to me at any rate", answered the Miller; "why, I had as good as given him my wheelbarrow, and now I really don't know what to do with it. It is very much in my way at home, and it is in such bad repair that I could not get anything for it if I sold it. I will certainly take care not to give away anything again. One always suffers for being generous."

## UNIT 3, Lesson 1

### *The Elements of Physical Fitness*

Exercise is necessary for fitness at any age, but it is especially important for young people. In the development years from birth to age 20, the body is constantly changing and growing. It needs exercise to ensure that the muscles, bones, heart, lungs, and other organs develop properly.

The three main elements of physical fitness are strength, suppleness and stamina. All three elements must be present for anyone to be completely fit.

Strength is the basic muscular force needed for movement. Everyone needs strength for ordinary activities.

Suppleness, or flexibility, is the quality of muscles, bones, tendons, and ligaments that permits your joints a full range of movement. You can improve suppleness by doing bending and stretching exercises. As people get older, they tend to lose flexibility. Their joints get stiff. Some loss of flexibility is inevitable with aging, but regular exercise will slow this aging process.

Stamina, or endurance, is the quality that enables

you to use energy to keep up movements over a long period of time. You build stamina by doing regular, sustained exercises of the whole body. Stamina builds reserves of strength.

Calisthenics exercises are useful for developing strength and suppleness. Bending and stretching and other controlled movements are excellent for keeping bones, joints, and muscles in shape. Once you have reached minimal levels of fitness, you might add exercises such as push-ups and pull-ups to your programme.

A good exercise programme should combine calisthenics movements (stretching, bending, twisting) with stamina training. As you train for stamina, you will also build strength. The principle behind stamina training is aerobics. Aerobic exercises increase stamina by strengthening the heart, lungs and circulation.

A fitness programme can bring lifelong benefits. People who exercise regularly look better, feel better, and live longer.

## UNIT 3, Lesson 2

During your life, you will be making choices about your health. A good choice is one that is best for you and others. We all have problems, some of them big, some of them small. To solve many of these problems requires making decisions about healthful choices. Knowing how to handle problems and make decisions is an important skill to develop.

It is a good idea to have ready a set of steps to follow

when making choices and taking decisions. With a plan of action you will be more likely to make a responsible long-run decision or a good day-to-day choice.

Expect that some of your decisions will be better than others. Everyone makes mistakes from time to time. When you do make the wrong choice, try not to spend too much time feeling sorry about it. Instead, learn to profit from mistakes.

## UNIT 4, Lesson 1

### *Hobbies*

There are hundreds of personal interests and ways to spend one's free time. The most popular hobbies are philately, collecting picture postcards and books.

Hobbies are a necessary part of people's lives. Almost any kind of leisure-time occupations can become a hobby.

A philosopher said, "Twice happy is the man who has a hobby, for he has two worlds to live in". You can learn the world through stamp collection. A useful hobby is collecting tape-recordings. You may have recordings of operas, folk-music or jazz concerts. It is difficult to describe all hobbies known in the world. The main thing is that they help you to obtain knowledge. Some people are interested in modern architecture. They collect pictures showing interesting architectural designs. Others are interested in

photography. They always take their cameras with them when they are on holiday.

Handicrafts attract hobbyists who can work with their hands.

Many people participate in sports as amateurs for personal enjoyment.

Collecting things like stamps or coins offers fascinating ways to pass the time.

Listening to music, singing, and playing the piano offers a way to relax after periods of hard work.

Swimming is a good form of recreation.

Knitting and sewing provide distraction from daily problems.

## UNIT 4, Lesson 1

### *It's Good to Travel*

#### **Listening ex. 2**

##### **Doina**

Last summer I visited East Anglia. I went there by plane. Travelling by air is a usual thing today. Many people like it because it is more comfortable and much quicker than any other means of transport. It is difficult to describe East Anglia in a few words. And it is very difficult to see all the places of interest. The lush green farmlands stretch northeast from London. East Anglia's flat terrain and relatively low annual rainfall are a boon to bikers and hikers. I was especially interested to visit Cambridge University, as I hope to come to study there some day. Founded over 700 years ago by a group of students forced to flee the Oxford riots, the university is now made up of 31 historic colleges. Many of the colleges are now open to the public: highlights include Peterhouse, the original Cambridge college, founded in 1284 and the famous chapel of King's College — over the altar can be seen the Rubens' masterpiece "Adoration of the Magi" painted in 1634. Cambridge is an architect's dream, packing some of the most breathtaking examples of English architecture into less than one square mile. I was really pressed for time and that's why I managed to visit only one chapel (the King's), one library (the Trinity's), Christ's College, founded as "God's house" in 1448). Competing in most everything with Oxford, Cambridge loses in age and boat races but wins on charm and spectacle; the countryfield Backs on the West bank of the River Cam lend a pastoral air to the city.

##### **Daniel**

Two years ago I visited the city of Lyon in France. It was a rather tiresome journey. First I travelled by bus through Germany to Nuremberg and then I took a fast train to Lyon. It took me three days to reach Lyon. At

last I arrived in Lyon and was very happy to meet there my brother Dorin who is a student at INSA. We spent a wonderful time there and it was very kind of Dorin to show me so many places of interest there, such as, place Bellecour, old city, the Musée des Beaux Arts, and other museums. The Musée de la Resistance has assembled documents and photos of the Resistance, which was centered in Lyon. The city of Lyon prides itself on its historical dominance of the European silk industry. A brief walk across the Rhône leads to the most intriguing part of town, Vieux Lyon. The renovated Renaissance buildings in the St. Paul, St. Georges and St. Jean quarters are the most costly residences in the city. A particularly interesting church in the St-Jean quarter is the Cathédrale St-Jean. Its northern transept holds a 14th century astronomical clock that shows the feast days from 600 years ago all the way through 2000. When urban fatigue sets in, a lot of tourists usually leave the city noise behind for the roses of the Parc de la Tête d'Or, Lyon's botanical garden, so called because it is believed that a golden bust of Christ is buried somewhere within.

#### **Listening ex. 3**

Ann: Hello, Mary. I remember somebody told me that you are going on an interesting trip to Moldova, which is somewhere in Europe, I believe.

Mary: Yes, as far as I know, it's a small country in the south-eastern part of Europe.

Ann: You are certainly travelling there by air, aren't you? Flying itself is a thrilling thing, don't you agree? By the way, what is the purpose of your visit?

Mary: To make new friends, to meet people, to get to know Moldovan customs and traditions, and to see how the Moldovans live.

## UNIT 4, Lesson 2

### *Browsing for Books*

The New York Public Library, Astor, Lenox and Tilden Foundations, comprises 4 research centers in Manhattan, and 85 branch libraries in the Bronx, Manhattan, and Staten Island. With more materials than in any other public library in the nation, it is also the largest

research library with one of the largest circulating systems in the world. Computer technology makes its catalogues of holdings accessible to users worldwide. There are currently 2.34 million cardholders, more than in any other library system in the nation.

## UNIT 5, Lesson 1

### *What sort of shop are they in?*

- 1) A. Good morning.  
B. Good morning. I'd like to cash this, please.  
A. How would you like it?  
B. Erm... Could I have some fives and a few one pound coins, please?  
C. Certainly.  
D. Thanks.
- 2) — Can I help you?  
— Yes, I'd like some Cheedar.  
— Is it for cooking?  
— No, it's to have with biscuits.  
— Then I recommend this one. It's mature, and quite strong.  
— Could I try a little, please?  
— Yes, of course.  
— Mmm, very nice. I'll have a pound, please.  
— Anything, else?  
— No, that'll be all, thank you.
- 3) — I'd like some nice lamb chops, please.  
— English or New Zealand?  
— Is there much difference in price?  
— The New Zealand is a little cheaper, but of course it's not quite the same quality.  
— Could I have a look at the New Zealand?  
— Of course.  
— They look fine. Six please.  
— Two pounds thirty, please.  
— Thank you.
- 4) — I like the style very much and they are very comfortable.  
— Yes, they fit extremely well.  
— I'm afraid I don't like the colour. Have you got something a bit brighter? Brown is such a dull colour.  
— I'll have a look. What about red?  
— Yes, I've got quite a few things that might go with red. Could I try them on?  
— Yes, I'll just fetch them. One moment.
- 5) — Good morning.  
— Hello. A large wholemeal loaf, please.  
— Thank you. 57 p, please.  
— And a half-a-dozen soft white rolls.  
— Do you want the ones with sesame seeds?  
— They are for hamburgers, so yes, that'd be all right, wouldn't it?  
— Yes.  
— Yes. That's fine.  
— Anything else?  
— No thanks. Not today.
- 6) — Hello Tom. How are you today?  
— Not bad thanks. You?  
— OK. What can I do for you?  
— I'd like some sprouts, Alf, please.  
— I couldn't get any today, sorry.  
— Oh. Well, I'll have some beans, then.  
— How many?  
— A pound will do. Have you got any avocados?  
— Lovely ones. When are they for?  
— Tonight please.  
— Here we are. Two beauties.  
— A lettuce and a cucumber, please.  
— Right.  
— That's it, thanks.

## UNIT 5, Lesson 3

### *THE LUNCHEON*

*by W. Somerset Maugham*

#### **Part 1**

I saw her at the play and in answer to her beckoning I went over during the interval and sat down beside her. It was long since I had last seen her. She addressed me brightly:

"Well, it's many years since we first met. How time

does fly! Do you remember the first time I saw you? You asked me to luncheon."

"Did I remember?"

It was twenty years ago and I was living in Plan's. I had a small apartment in the Latin Quarter overlooking a cemetery and I was earning money to keep body and soul

together. She had read a book of mine and had written to me about it. I answered thanking her and presently I received from her another letter saying that she was passing through Paris and would like to have a talk with me; but her time was limited and the only free moment she had was on the following Thursday; she was spending the morning at the Luxemburg and would I give her a little luncheon at Foyot's afterwards? (Foyot's was a restaurant so far beyond my means that I had never even thought of

going there. But I was flattered and I was too young to have learnt to say no to a woman.)

I answered that I would meet my friend by correspondence at Foyot's on Thursday at half past twelve. She was not so young as I expected and in appearance imposing rather than attractive. It seemed to me that she wanted to talk about me and I was prepared to be a good listener.

## UNIT 5, Lesson 4

### *SIGHTSEEING IN LONDON*

We start our trip at Trafalgar Square in front of the National Gallery and go down to Westminster. On the left you have a nice view of the Houses of Parliament and on the right is the Westminster Abbey. We pass the Abbey and turn to Victoria Street and go straight ahead to Buckingham Gate to the Buckingham Palace. Which is on our right. From Buckingham Palace we go to the Hyde Park Corner through the Marble Arch and turn to Pic-

cadilly Street to reach Piccadilly Circus. It's a nice place with very many people taking pictures at the monument. From this place you can go to different directions. We'll go to Regent Streets as it seems one of the nicest street in London and then we turn right to Oxford Street where there are a great number of shops and tourists like to do shopping here. If we turn right again we are in Charring Cross Road which leads us back to Trafalgar Square.

## UNIT 6, Lesson 1

### *Does English Have a Future?*

*By Yolande Devere*

**Will English stay the global language or become a minority tongue?**

English is regarded as the global language — but will this still be true for the 21<sup>st</sup> century? The world in which it is used is going through such huge changes that there is a possibility it will lose its place as the world's most important language.

English is the language of international trade, and has more books, films and TV programs published than any other language.

But as we start the twenty-first century there are changes taking place that may affect the global dominance of English. For example, in the twentieth century, western countries helped the spread of English. They were the strongest economies. Now Asian economies are growing in strength and want to promote their own cultures and languages.

Another threat to the English language's position is old age. The rich countries are getting older — or rather their populations are made up of more old people than young people. In the future young people with money to spend will be found in Asia and Latin America rather than Europe or the US. These young adults may want to express their desires in their own languages.

The Internet is another factor. Until recently English has been the main language of the Internet, but now there is just as much content in non-English languages. English itself is changing all the time. This has been true for 1500

years, and is even more evident today. In the past English absorbed new words from other languages. Today the worlds of telecommunication and the Internet are rich sources of new vocabulary.

Speakers of English as a second language give it a life of their own. Here English develops in ways that reflect local culture or language. It becomes different from the English spoken in Britain and the US. In France the word 'asap' is borrowed from English to mean 'quickly'. There is no such word in English, but there is an abbreviation ASAP meaning 'as soon as possible'.

Within the first decade of the twenty-first century, the number of speakers of English as a second language will outnumber native speakers. At this point, will native speakers lose their authority over a language that is no longer theirs? Does this matter?

There are many possibilities for the future. We can imagine a world where English is simply an alternative language to Chinese and Spanish. There are languages that already have more native speakers (Chinese) or very wide use across the world (Spanish). Or, we can imagine a world where English has driven many of the world's languages to extinction.

There are many factors affecting the English language and they all seem to be pulling in different directions. One thing seems sure for the future of English: it will be important enough over the next decade for you to invest the time learning the language!

## UNIT 6, Lesson 2

### ENGLAND

**Area:** 130,478 sq. km  
**Population:** 48,999,000  
**Language:** English  
**Capital:** London

### The Rose

The red rose was the emblem of the Lancastrians, the white rose that of the Yorkists, the two contending Houses for the English throne in the Wars of the Roses (1455–1485). All rivalry between the Roses ended by the marriage of Henry VII, the Lancastrian with Princess Elizabeth, daughter of Edward IV, the Yorkist. The red rose has since become the national emblem of England.

### SCOTLAND

**Area:** 78,789 sq. km  
**Population:** 5,149,000  
**Languages:** English and Scottish  
**Capital:** Edinburgh

### The 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, old times Scandinavian invaders, 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 stations behind the river Tay, the largest in Scotland, at the only practicable ford. 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 river 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 took it as their national emblem.

### WALES

**Area:** 20,766 sq. km  
**Population:** 2, 929,000  
**Languages:**  
English and Welsh  
**Capital:** Cardiff

### The Leek

Welshmen all over the world celebrate St. David's Day by wearing either leeks or daffodils. The link between the leek and St David is the belief that he is supposed to have lived for several years on bread and wild leeks.

There is conclusive evidence that Welshmen wore leeks on St. David's Day in Shakespeare's time. In Shakespeare's historical chronicle Henry V Fluellen tells the King: "If your Majesty is remembered of it, the Welshmen did good service in a garden where leeks did grow, wearing leeks in their Monmouth caps; which, your Majesty knows, to this hour is an honourable pledge of the service; and I do believe your Majesty takes no scorn to wear the leek upon Saint Tavy's day!"

The daffodil is associated with St. David's Day, due to the belief that it flowers on that day. It became an alternative to the Leek as a Welsh emblem in the present century, because some thought the leek vulgar.

### NORTHERN IRELAND

**Area:** 14,144 sq. km  
**Population:** 1,665,000  
**Languages:**  
English and Irish  
**Capital:** Belfast

### The Shamrock

What the red rose is to Englishmen and, the leek and daffodil to the Welsh, the little shamrock is to the Irish, and no Irishman worth his salt fails to wear this national emblem on St Patrick's Day, March 17. It is worn in memory of Ireland's patron saint, whose cross is embodied in the Union Jack by the thin red one under the cross of St George.

A popular notion is that when preaching the doctrine of the Trinity to the pagan Irish St. Patrick used the shamrock, a small white clover bearing three leaves on the stem as an illustration of the mystery.

Shortly after the formation of the Irish Guards in 1902 the custom of presenting the national emblem to the new regiment on St Patrick's Day began. An equally tenacious observance on St Patrick's Day is wetting the Shamrock, the convivial aspect of Irish loyalty to their patron saint.

## UNIT 6, Lesson 3

### Liberty Bell

The people of Pennsylvania sent an order to England in 1751 for the making of a “bell of about two thousand pounds weight” to be used in the State House in Philadelphia, then the capital of the US. They asked that this inscription be cast around the bell’s crown: “Proclaim Liberty throughout all the land unto all the inhabitants thereof.” Soon after the bell’s arrival to America in 1752, it cracked the first time it rang. It was then recast in Philadelphia and began its ringing for freedom.

On July 4, 1776, a group of rebels, representing the thirteen British colonies on the Atlantic coast of North America signed a document stating that the colonies had the right to be free and independent. This document is known as the Declaration of Independence. Americans celebrate July 4 as a national holiday - Independence Day.

There is a building in Philadelphia, Pennsylvania, which is called Independence Hall. Here the declaration was signed. In front of the building you can see the famous Liberty Bell which rang on July 8, 1776 to announce the first reading of The Declaration of Independence to the people of Philadelphia.

The bell was known by several names besides the Old State House Bell. It was called the Bell of the Revolution and Old Independence. But it was not until 1839 that it was called the Liberty Bell. The Liberty Bell became a symbol of freedom, even though it could not be heard. It began to tour the country by train, visiting such places as New Orleans, Chicago, Charleston, Boston, Atlanta, St. Louis, and San Francisco. Since 1915, the Liberty Bell has been on permanent display in a glass-enclosed building in Philadelphia.

The Liberty Bell continues to “proclaim liberty throughout all land” and to people throughout the world.

### The Statue of Liberty

#### Interesting Statistics

*Pedestal height:* 47 meters

*Statue height:* 46.05 meters

*Statue weight:* 204 metric tons

*Combined height:* 92.99 meters from base of the pedestal to the top of the torch

*Torch arm:* 13 meters

*Face:* 3 meters from ear to ear

*Across each eye:* 8 meters

In 1865, Edouard de Laboulaye, French historian and admirer of American political institutions, suggested that the French present a monument to the United States that would be a tribute to this liberty as well as a symbol

of the friendship between the two countries. This idea became a reality when a sculptor named Frederic August Bartholdi sailed to the United States to find support and a location for France’s gift.

Construction began on “Lady Liberty” in a Paris workshop in 1875. The sculptor was helped greatly by Alexander Gustave Eiffel, who designed the framework to support the gigantic statue.

Meanwhile back in the United States, money was being raised for the base and the pedestal necessary to support France’s gift because of a newspaper campaign started by Joseph Pulitzer. In less than five years about 121,000 people had given the \$ 100,000 needed to build the pedestal.

The complete statue was officially presented to the United States in Paris, France on July 4, 1884. It was then carefully taken apart and shipped to America. The statue arrived in 1885 and the pedestal was completed in April of 1886.

*Liberty Enlightening the World* was hoisted on Beadloe Island (Liberty Island) on October 28, 1886, over ten years after the work began.

The statue was made from copper sheets and it is hollow inside. Inside there is a circular stairway from the base to the crown. There is also a lift in it.

The figure shows a young woman. She holds a torch in her right hand above her head and in her left hand is a tablet with the date *July 4th, 1776* on it, which symbolizes the Declaration of Independence. The torch lights up at night.

Over the years, *Liberty Enlightening the World* had commonly been called *The Statue of Liberty*. American poet Emma Lazarus wrote a poem that was placed on a plaque in the pedestal in 1903. The words gave, and continue to give, a message of hope to all who wish to settle in the land of liberty.

“Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest – tost to me,  
I lift my lamp beside the golden door!”

To many people, the Statue of Liberty is one of America’s most cherished symbols. It is the symbol of freedom, a freedom that millions of people have come to America to find.

President Nixon opened a \$ 2.5 million building at the base of the statue housing the American Museum of Immigration in 1972. It houses a permanent exhibition of photos, posters, and artifacts tracing the history of American immigration.

## UNIT 6, Lesson 4

### The Grapes and the Storks

#### Legend

An old legend says that once upon a time Tatars invaded the country, robbing and ravishing everything on their way. The Moldovan fighters, being less in number, retreated to a fortress. The Tatars surrounded the fortress and tried to destroy it. The Moldovans put up a firm resistance. The Khan then said, "Let them die of hunger; then they will surrender."

Soon the defenders of the fortress ran out of food and water, and people began dying of hunger and thirst.

The fortress would have fallen if some storks living in this place had not heard of the misfortune. The storks gathered and discussed how to help the Moldovans. An old stork said, "Let's bring some grape clusters into the fortress". Soon all the storks began carrying grape clusters into the fortress. The fighters helped themselves to the grapes, recovered their strength, and chased the Tatars from the country.

Since then the Moldovans have been very fond of a stork carrying a large cluster of grapes. This symbol is used on bottles of wine as an emblem.

### How Moldova Got Its Name

#### Legend

A long time ago a young and strong leader named Dragoș descended from the mountains to go hunting. He was travelling with his men when they saw a wild bull (zimbru) and chased after it. They followed it for a while until the horses and their riders were exhausted. Soon they arrived in a new and unfamiliar place, a beautiful land with thick forests and many meadows through which flowed a river. When they arrived at the river, Dragoș's favourite dog, Molda, attacked the wild bull. The strong bull threw Molda into the river and the dog drowned. Then Dragoș and his men killed the bull with arrows and cut off its head. Since that time, a bull's head has been

a symbol on the Moldovan flag. The river was named Moldova and the land around it was called Roman, referring to Dragoș's family roots. Eventually, Dragoș's people descended from the mountains and settled on that excellent land.

### The Sweet Basil

#### Legend

Once upon a time there was a very nice girl. One day, it so happened that the young girl died leaving a grieving lover after her. That year was very dry, and because of it, all the flowers faded away. The young man went to the grave every day. Tears and tears were shed on the grave.

At the girl's head began to grow a flower, which being watered by his tears every day, grew very high and gave off a charming scent. Since then the flower was named sweet basil after the boy's name. There is a custom in Moldova to keep sweet basil in the house. This flower is considered to be a holy one. That's why all the priests use it for sanctification and baptisms. It is important to know that Moldovans do not use sweet basil in food preparation.

### The Mouth of Paradise

#### (Legend)

A long time ago God decided to divide the land among the many people on the earth. He called all the nations together and all arrived on time, except the Moldovans who had been working late in the fields. By the time they did arrive, all the land had been distributed and there was not one hectare left for the Moldovans. God felt bad about this and he gave them a piece of heaven, so that they should live in peace. That is why Moldova is called the "mouth of paradise".

## UNIT 6, Lesson 4

My husband - yes - of course, I'll speak. Hullo, Henry, what is it? Did you hear about - what are you saying - my two crooks arrested - my two - why do you call them my two? Mr. Yahi-Bahi and Mr. Spudd! But Henry, they are not crooks - they're Parsees! Mr. Ram Spudd is a Bengalee and is one of the most soul men, Henry, I've ever seen. Just to hear him talk lifts one up spiritual. What are you laughing at? You say I should have heard him talk today? - What do you mean? -he's not a

Bengalee, you say, he's just coloured and Mr. Yahi -- is Irish - well, what's the laugh? - What did Ram Spudd say? He said that! Just you repeat that, Henry, - Ram Spudd said they nearly caught the old hen! Meaning me! me! An old hen! Well, he's a dirty little sheep and I hope - he gets what do you say - he'll get five years? I hope so! - but not poor Mr. Yahi; he's all Irish - oh, he laughed too! What! an old hen - "I hope he gets ten."

# LIST OF IRREGULAR VERBS

|           |                    |                    |              |
|-----------|--------------------|--------------------|--------------|
| abide     | abided/abode       | abided             | abiding      |
| arise     | arose              | arisen             | arising      |
| awake     | awoke/awaked       | awoken             | awaking      |
| be        | was/were           | been               | being        |
| bear      | bore               | borne/born         | bearing      |
| beat      | beat               | beaten/beat        | beating      |
| become    | became             | become             | becoming     |
| begin     | began              | begun              | beginning    |
| bend      | bent               | bent               | bending      |
| bet       | bet/betted (Br.E.) | bet/betted (Br.E.) | betting      |
| bid       | bid/bade           | bid/bidden         | bidding      |
| bind      | bound              | bound              | binding      |
| bite      | bit                | bitten             | biting       |
| bleed     | bled               | bled               | bleeding     |
| bless     | blessed/blest      | blessed/blest      | blessing     |
| blow      | blew               | blown              | blowing      |
| break     | broke              | broken             | breaking     |
| breed     | bred               | bred               | breeding     |
| bring     | brought            | brought            | bringing     |
| broadcast | broadcast          | broadcast          | broadcasting |
| build     | built              | built              | building     |
| burn      | burnt/burned       | burnt/burned       | burning      |
| burst     | burst              | burst              | bursting     |
| buy       | bought             | bought             | buying       |
| cast      | cast               | cast               | casting      |
| catch     | caught             | caught             | catching     |
| choose    | chose              | chosen             | choosing     |
| cling     | clung              | clung              | clinging     |
| come      | came               | come               | coming       |
| cost      | cost               | cost               | costing      |
| creep     | crept              | crept              | creeping     |
| cut       | cut                | cut                | cutting      |
| deal      | dealt              | dealt              | dealing      |
| dig       | dug                | dug                | digging      |
| dive      | dived/dove         | dived              | diving       |
| do        | did                | done               | doing        |
| draw      | drew               | drawn              | drawing      |
| dream     | dreamed/dreamt     | dreamed/dreamt     | dreaming     |
| drink     | drank              | drunk              | drinking     |
| drive     | drove              | driven             | driving      |
| dwell     | dwelt/dwelted      | dwelt/dwelted      | dwelling     |
| eat       | ate                | eaten              | eating       |
| fall      | fell               | fallen             | falling      |
| feed      | fed                | fed                | feeding      |
| feel      | felt               | felt               | feeling      |
| fight     | fought             | fought             | fighting     |
| find      | found              | found              | finding      |
| fit       | fit/fitted (Br.E.) | fit/fitted (Br.E.) | fitting      |
| flee      | fled               | fled               | fleeing      |
| fling     | flung              | flung              | flinging     |
| fly       | flew               | flown              | flying       |
| forbid    | forbade/forbad     | forbidden/forbid   | forbidding   |
| forecast  | forecast           | forecast           | forecasting  |
| foresee   | foresaw            | foreseen           | foreseeing   |
| forget    | forgot             | forgotten          | forgetting   |
| forgive   | forgave            | forgiven           | forgiving    |
| forsake   | forsook            | forsaken           | forsaking    |
| freeze    | froze              | frozen             | freezing     |

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kept  
knelt/ kneeled (Am.E.)  
knitted/ knit  
knew  
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leant/ leaned  
leapt/ leaped  
learned/ learnt  
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mislaid  
misled  
mistaken  
mown/ mowed  
overcome  
paid  
proved/ proven (Am.E.)  
put  
quit/quitted (Br.E.)  
read  
rent  
rid/ riddled  
ridden  
rung  
risen  
run  
sawn/ sawed  
said  
seen  
sought  
sold  
sent  
set  
sown/ sewed  
shaken  
shorn/ sheared  
shed  
shone/ shined  
shod  
shot  
shown/ showed

getting  
giving  
going  
grinding  
growing  
hanging  
having  
hearing  
hiding  
hitting  
holding  
hurting  
keeping  
kneeling  
knitting  
knowing  
laying  
leading  
leaning  
leaping  
learning  
leaving  
lending  
letting  
lying  
lighting  
losing  
making  
meaning  
meeting  
mislaying  
misleading  
mistaking  
mowing  
overcoming  
paying  
proving  
putting  
quitting  
reading  
rending  
ridding  
riding  
ringing  
rising  
running  
sawing  
saying  
seeing  
seeking  
selling  
sending  
setting  
sewing  
shaking  
shearing  
shedding  
shining  
shoeing  
shooting  
showing

|            |                        |                        |               |
|------------|------------------------|------------------------|---------------|
| shrink     | shrank/ shrunk         | shrunk                 | shrinking     |
| shut       | shut                   | shut                   | shutting      |
| sing       | sang                   | sung                   | singing       |
| sink       | sank/ sunk             | sunk                   | sinking       |
| sit        | sat                    | sat .,                 | sitting       |
| slay       | slew                   | slain                  | slaying       |
| sleep      | slept                  | slept                  | sleeping      |
| slide      | slid                   | slid                   | sliding       |
| sling      | slung                  | slung                  | slinging      |
| slit       | slit                   | slit                   | slitting      |
| smell      | smelt/ smelled (Am.E.) | smelt/ smelled (Am.E.) | smelling      |
| sow        | sowed                  | sown/ sowed            | sowing        |
| speak      | spoke                  | spoken                 | speaking      |
| speed      | sped/ speeded          | sped/ speeded          | speeding      |
| spell      | spelt/ spelled (Am.E.) | spelt/ spelled (Am.E.) | spelling      |
| spend      | spent                  | spent                  | spending      |
| spill      | spilt/ spilled (Am.E.) | spilt/ spilled (Am.E.) | spilling      |
| spin       | spun/ span             | spun                   | spinning      |
| spit       | spat/ spit (Am.E.)     | spat/ spit (Am.E.)     | spitting      |
| split      | split                  | split                  | splitting     |
| spoil      | spoiled/ spoilt        | spoiled/ spoilt        | spoiling      |
| spread     | spread                 | spread                 | spreading     |
| spring     | sprang/ sprung (Am.E.) | sprung                 | springing     |
| stand      | stood                  | stood                  | standing      |
| steal      | stole                  | stolen                 | stealing      |
| stick      | stuck                  | stuck                  | sticking      |
| sting      | stung                  | stung                  | stinging      |
| stink      | stank/ stunk           | stunk                  | stinking      |
| stride     | strode                 | stridden               | striding      |
| strike     | struck                 | struck                 | striking      |
| string     | strung                 | strung                 | stringing     |
| strive     | strove/ strived        | striven/ strived       | striving      |
| swear      | swore                  | sworn                  | swearing      |
| sweep      | swept                  | swept                  | sweeping      |
| swell      | swelled                | swollen/ swelled       | swelling      |
| swim       | swam                   | swum                   | swimming      |
| swing      | swung                  | swung                  | swinging      |
| take       | took                   | taken                  | taking        |
| teach      | taught                 | taught                 | teaching      |
| tear       | tore                   | torn                   | tearing       |
| tell       | told                   | told                   | telling       |
| think      | thought                | thought                | thinking      |
| thrive     | thrived/ throve        | thrived                | thriving      |
| throw      | threw                  | thrown                 | throwing      |
| thrust     | thrust                 | thrust                 | thrusting     |
| tread      | trod                   | trodden/ trod          | treading      |
| undergo    | underwent              | undergone              | undergoing    |
| understand | understood             | understood             | understanding |
| undertake  | undertook              | undertaken             | undertaking   |
| upset      | upset                  | upset                  | upsetting     |
| wake       | woke/ waked            | woken/ waked           | waking        |
| wear       | wore                   | worn                   | wearing       |
| weave      | wove                   | woven                  | weaving       |
| wed        | wedded/ wed            | wedded/ wed            | wedding       |
| weep       | wept                   | wept                   | weeping       |
| wet        | wetted/ wet            | wetted/ wet            | wetting       |
| win        | won                    | won                    | winning       |
| wind       | wound                  | wound                  | winding       |
| withdraw   | withdrew               | withdrawn              | withdrawing   |
| wring      | wrung                  | wrung                  | wringing      |
| write      | wrote                  | written                | writing       |

**Descrierea CIP a Camerei Naționale a Cărții**

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- exposure to literature through different literary genres
- elements of literary text analysis
- tips for independent work on improving English skills
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