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YOUR ENGLISH SELF

Підручник для 10-го класу
загальноосвітніх навчальних закладів
(9-й рік навчання)

Академічний профіль

Рекомендовано Міністерством освіти і науки України

Київ
2010

УДК 80
ББК 81.2АНГ-922
К17

Рекомендовано Міністерством освіти і науки України

Видано за рахунок державних коштів. Продаж заборонено

Калініна Л. В.
К17 **Your English Self: Підручник для 10-го класу загальноосвітніх навчальних закладів/ Л. В. Калініна, І. В. Самойлюкевич. — К.: Наш час, 2010. — 367 с.**

ISBN 978-966-1530-51-4

Підручник «Your English Self», розроблений для учнів 10-го класу загальноосвітніх навчальних закладів, що обрали академічний профіль. Він відповідає новітнім вимогам викладання англійської мови. Підручник є складовою нового навчально-методичного комплексу з англійської мови, до якого також входять зошит та книга для вчителя. За допомогою підручника учні розвиватимуть свою мовну особистість засобами діалогу культур між англomовними країнами та Україною.

У підручнику представлено матеріали з 6 розділів (Units). Кожен з них — це цікава сфера спілкування, наприклад, «Твоє шкільне життя», «Мандрівки Великою Британією та Україною». По завершенню кожного розділу, учні мають змогу перевірити отримані знання, виконуючи тестові завдання «Test Yourself!».

ББК 81.2АНГ-922

ISBN 978-966-1530-51-4

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CONTENTS

GETTING STARTED

- 1. Summing up Your Summer..... 9
- 2. School: Now for It!..... 12

UNIT 1: Family and Friends

- 1.1. Relationships in the Family: Psychology..... 18
- 1.2. Exploring Your Family: History 33
- 1.3. In a Teens' World: Social Studies 42
- 1.4. Breaking the Ice: Communication Skills 53
- 1.5. Test Yourself 60

UNIT 2: Your Schooling

- 2.1. Life after Kindergarten: Human Development 64
- 2.2. A Social Gift: Foreign Languages 75
- 2.3. Your Learning Skills: Testing 84
- 2.4. Self-directed Learning: Communication Skills 94
- 2.5. Test Yourself 101

UNIT 3: Your Quality Time

- 3.1. Travelling is Worth Troubletaking: Geography 106
- 3.2. A Sportsperson or a Sports Fan: Health Studies..... 121
- 3.3. The “Thumb Generation”: Technology..... 130
- 3.4. The Sound of Music: Communication Skills 142
- 3.5. Test Yourself 149

UNIT 4: Britain as You Know It

- 4.1. Home Sweet Home: Geography and Architecture 153
- 4.2. Meeting the Young Royals: Social Studies..... 168
- 4.3. Picturing Britain: Visual Arts..... 179
- 4.4. English Values: Communication Skills 191
- 4.5. Test Yourself 198

UNIT 5: You are from Ukraine, Right?

- 5.1. Lessons of the Past: History 203
- 5.2. From East to West: Geography 219

5.3. Thinking Politically: Social Studies	227
5.4. Expressing Pride: Communication Skills	237
5.5. Test Yourself	244

UNIT 6: The World Around You

6.1. Geography VS People's Lives:	
Geography and Social Studies	249
6.2. Man and Nature: Biology and Social Studies	265
6.3. Your Picture of the Universe:	
Physics and Philosophy	276
6.4. Expressing Tolerance: Communication Skills.....	286
6.5. Test Yourself	292

RHYME AND REASON	297
-------------------------------	------------

A CROSS-CULTURAL READER	306
--------------------------------------	------------

TAPESCRIPTS.....	325
-------------------------	------------

KEYS	342
-------------------	------------

VOCABULARY	353
-------------------------	------------

УМОВНІ ПОЗНАЧЕННЯ

Go Ahead!

мовленнєва зарядка

Rhyme and Reason

фонетична зарядка

Your Helping Hand

граматичний матеріал і тренувальні вправи

Enrich Yourself!

рубрика містить лексичний матеріал і тренувальні вправи для поглибленого вивчення мови з урахуванням міжпредметних зв'язків

Express Yourself!

комунікативні функції і завдання для їх опрацювання

Work Your Wisdom!

усна мовленнєва практика для поглибленого вивчення іншомовного соціокультурного матеріалу

Your Language

Portfolio:

Listening / Reading / Writing

тексти для прослуховування і завдання для їх опрацювання;
тексти для читання і завдання для їх опрацювання;
поради щодо роботи з різними видами писемного мовлення

On your own

творчі та пошукові вправи для поглибленого вивчення мови

Across Cultures

соціокультурна інформація

Culture Comparison

соціокультурні завдання порівняльного характеру

Test Yourself!

тестові завдання для самоконтролю і самокорекції

At Home



BrE/ AmE

завдання та творчі письмові завдання, що рекомендується виконувати вдома

лінгвістичний коментар щодо різниці у вжитку виділених у тексті слів у британському та американському варіантах англійської мови

завдання підвищеної складності



Dear English language learner:

Welcome back to school! This year you are going to study an academic course of English.

We want you to enrich your knowledge in the subjects across the Curriculum as well as to speak and to write their content. We hope you will enjoy practising your English through learning more from history, geography, social studies, literature, computing, music, etc.

You can start with the revision of what you have learnt previously, using the introductory lessons “Check Yourself”. In each of the six forthcoming units, you will find contemporary academic and conversational English materials which will enable you to develop your communicative competence in listening, reading, speaking and writing. The conversation warm-ups “Go Ahead” and the pronunciation warm-ups “Rhyme and Reason” can help you to brush up your English on the basis of everyday situations, quotes and poems.

“Your Helping Hand” will truly appear your helping hand in revising your grammar and learning new grammatical items. To upgrade your lexical competence, you are recommended to use the higher-level vocabulary practices in the parts “Enrich Yourself” and “Work your Wisdom”. Make sure you pay attention to the differences in meaning and form between some British English (Br E) and American English (Am E) words. Your Language Portfolio is meant to assist you in developing your reading, listening and writing skills in different domains (personal, public, educational and occupational). Try your hand at creating projects in various formats ranging from a poster to a brochure, from an SMS exchange to a house model. You can make them from the point of view of your future profession(s) — that of a historian, a geographer, a psychologist, a computer programmer, a philosopher, and the like.

Reading makes a full man, you know. With this coursebook, you will certainly benefit from reading all sorts of authentic materials (popular and scientific articles, manual, announcements, journals, etc.). To analyse them thoroughly, please, use the tasks “In-depth Language Study” in your workbook.

There is ample opportunity for you to learn both language and culture in the sections “Culture Comparison”, “Across Cultures” and “A Cross-cultural Reader”. Importantly, it may prevent you from behaving like a bull in a china shop abroad.

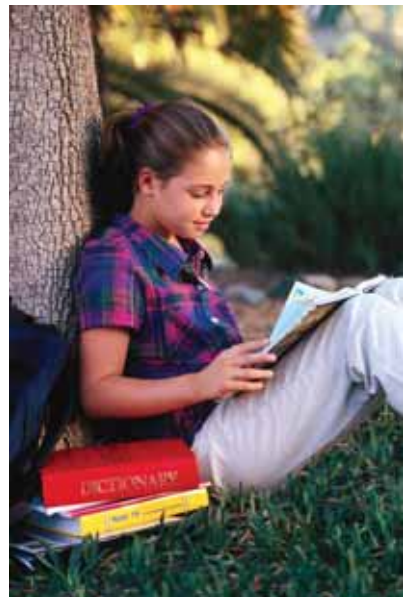
Do you want to test yourself in order to find out your level of language acquisition? Then go to the “Test Yourself” section at the end of each unit.

Hopefully, this coursebook will help you to get a good command of Academic and Conversational English.

*Thank you and
Good luck to you.
The Authors*



Getting Started





1. Summing up Your Summer

I Go Ahead!

On a sheet of paper, write one sentence which expresses your feelings after the summer holidays. Put it on the board and discuss it with your classmates.

II Rhyme and Reason

Read the “Summer Jazz Chant” on page 297 and practise rhythm and the sound /w/. How will you answer the questions of the jazz chant?

III Your Helping Hand

GRAMMAR REVISION

a) The Gerund

A gerund is an ing-form of a verb, e.g. walking.

We can use a gerund after some verbs.

Example: *I suggested*
enjoyed
remembered *doing something*
stopped

Look at the pictures and say what you and your friends enjoyed doing or started practising in summer.



roller-skating



scuba diving



bungee-jumping



computing



designing

Example: *I enjoyed roller-skating every other summer day.*

b) The Past Simple, Past Continuous and Past Perfect Active

The Past Simple

I travelled a lot last summer.

The Past Continuous

I was travelling in the Crimea from early June to mid July.

The Past Perfect

I had travelled in the Carpathians before I returned to Kyiv.

Describe an important event from your past holidays. Follow the pattern below.

Pattern:

- *Last summer I ...*
- *Once I ...*
- *Before that ...*
- *... when ...*
- *I used to ...*
- *... recently.*
- *When my friends saw me ...*
- *My teacher said ... by September.*

Read Oksana's letter home from Great Britain and open the brackets, using the present and past tenses. Look at the postcards of British views that she enclosed into her letter and say what you know about them.





which ... (to associate) with King Author, Leywelyn the Great and Robert Bruce.

Now I ... (to be) in Scotland. Yesterday our guide told us about Robert Bruce the leader of Scots who ... (to fight) one battle after another against English, but was defeated every time. Just imagine: Bruce ... (to lose) all hope and ... (to hide) in a cave. He ... (to think) of the battle while a spider ... (to make) a web. Bruce ... (to destroy) the web, but the spider ... (to make) a new web. Thus Robert Bruce ... (to wonder) whether the spider ... (to stop) making his web if he ... (to destroy) it again and again. Do you know what ... (to come) next? Bruce ... (to destroy) the spider's web six times but the spider ... (to start) the seventh's web and ... (to finish) it. So a small spider ... (to fill) Robert Bruce with hope to free his country and so the guide says that in 1314 he gathered a new army and defeated the English. Isn't it amazing? I ... (to send) you some lovely British views.

Write to me soon.

Lots of love,

Oksana



Eisteddfod



Edinburgh Festival



Brighton

IV Express Yourself!

Make up a dialogue with your friend summing up your summer. Use the pattern.



Pattern:

Hey ... , you look ... ! Definitely you ... , am I right?

Exactly. I have.... I enjoyed

Glad to hear it. You seem

And how do you feel about ... ?

You won't believe it, but ... and

Well, I heard ... say that ... ?

That's just it. I didn't even realize it could be I'm still

It sounds great! Did you ... ?

Sure. I've made ... and bought Do you feel like ... ?

I'll be delighted. I have ... and

Then, let's

Terrific. I believe



At home: Write a postcard to your friend about your summer days.

2. School: Now for It!



Go Ahead!

Read the list of the tenth formers' expectations about this school year and rank them in order of importance. Add your own expectations.

1	
2	
3	
4	
5	
6	



List of expectations:

- *to get prepared for entering a college (University);*
- *to get prepared for a future job;*
- *to acquire general knowledge;*
- *to find out what I'm really interested in;*
- *to enrich my knowledge in a special sphere;*
- *to test my intelligence;*
- *to have fun;*
- *to socialize with my friends;*
- *to please my parents;*
- *to kill time;*
- ... ?
- ... ?

II Rhyme and Reason

Read the part of Roger McGogh's poem "School" on page 297 and practise sentence stress. Say what school children in the picture feel on their first day at school. How did you feel?

III Your Helping Hand

GRAMMAR REVISION

a) The Modal verbs "ought", "should" or "must", "have to" or "must", "may", "might", "could"

Modal verbs express meanings such as necessity and possibility. We can use modal verbs to tell or allow people to do things; or we can use them to say how certain or uncertain we are.

Example: *I have to go now.*

You should answer the letter.

Now you are a tenth former. Remember what your school life was when you were smaller and compare it with high school. How have things changed for you?



Example: *When I was small, my parents made me do lessons every day and didn't let me hang out as much as I wanted. Now I may socialise with my friends much longer and sometimes they let me keep late hours.*

b) Relative Clauses

A relative clause is a clause introduced by a relative pronoun like *who* or *which*.

Look at the pictures and say what TV programmes you enjoyed watching with your friends in summer. Why do you like them?



talk show



music program



quiz show



soap opera



sport program

Example: *I love TV programmes that give me a lot of food for thought. I remember one programme where a girl from our school was taking part. My friends and I enjoyed watching it and decided to participate in such a programme, too.*

c) Questions for more information: *will*, *be going to*.

If the decision is accepted at the moment of speech, use *will*. If the decision is accepted earlier, use *be going to*.



Example: *How long will it take to get rid of the undesirable effect of global warming?*

How are you going to support the environmental movement.

Read the article published in the ecological newspaper by an environmental activist Paul Radley. Write 5 possible questions you would like to ask Paul. Say what you will do, or are going to do, to help the animals.

Ever since true humans appeared on earth, they have lived in close association with animals. Time has come to protect them because pollution affects animals more than humans.

In fact, we have more conscious control over our environment. We can make choices about where to live or adjust the temperature of our *houses* and choose what to eat. Animals often become entangled with rubbish, which means that animals often get plastic or wire stuck in their jaws and cannot easily be set free. As a result, they cannot function properly and may die.

Besides, for many animals places where they live have become dangerous. The food chain can be affected by pollution in the places where certain species have been living for many years and are used to being fed on certain food. For example, if the fish were poisoned they would starve. This could make a shortage of food for the animals higher in the food chain. So, as you see, it could take years and years to get rid of such undesirable effects. It's a really great problem and we should take decisive measures.



BrE /haʊzɪz/
AmE /haʊsɪz/



Getting Started

Interview your friends and find out:

- What new things they have learned this summer;
 - On what areas of learning they will focus this year;
 - What plans they have made for the future.
- Report your findings to the class and say who you are with.



At home: *Suppose you can't decide on your future.
Write a letter seeking advice to a youth magazine.*

Unit 1

Family and Friends





Pre-test and engage yourself:

1. Can you analyse the relationships in your family?

Yes ☐ No ☐

2. Have you ever explored history through your family?

Yes ☐ No ☐

3. Can you explain the sense of otherness?

Yes ☐ No ☐

4. Can you establish contact properly?

Yes ☐ No ☐

Welcome to more of it!

1.1. Relationships in the Family: Psychology

Academic English	Conversational English
<ul style="list-style-type: none">• nuclear family• extended family• close-knit family• vulnerable• to share responsibilities• to contribute to sth• to feel lonely and neglected• to be guaranteed• to resolve conflicts• to have a strong belief in something• to enjoy dignity of one's personality• to be left unattended• to have sympathy for sth / sb• to provide a solution	<ul style="list-style-type: none">• wealthy• caring• togetherness• unavoidable• to be placed in ahead of something• to hear somebody out• to be up to sth• to rely on sb / sth• to be an open secret• to pour one's heart out• to put drive and value on something• It goes further than that ...

I Go Ahead!

Look at the family photos and say what relationships the members of the families may have. What relationships are typical of your family?



II Rhyme and Reason

Read the poem “Family Having Dinner” on page 298 and **practise** the rhyming words. Say who is who in the family picture and what is wrong with the family.

BrE to practice
AmE to practise

III Your Helping Hand

GRAMMAR REVISION

Indirect questions, Wh-questions

1. To report another person’s YES / NO questions use IF / WHETHER after the reporting verb.



Example: — *Have I seen you at the Collins'?*

— *She asked me if / whether she had seen me at the Collins'.*

2. To report Wh-questions, use the question word:

Example: — *Where did you go?*

— *He wanted to know where I had gone.*

Don't Forget!

✓ The word order in Indirect questions is the same as in statements and there is no *do / does / did* auxiliary.

Example: — *Where does your brother work?*

— *She asked me where my brother worked.*

✓ While reporting a question use common reporting verbs:

- *ask;*
- *enquire;*
- *want to know;*
- *wonder;*
- *question.*

Example: — *What is her father?*

— *She wanted to know what her father was.*

✓ Don't use a question mark in Indirect Questions.

NEW GRAMMAR

Embedded questions

1. If you want to express something to which we don't know the answer, or ask politely for information, use EMBEDDED QUESTIONS — questions that are included in another sentence but do not report another person's words.

Example: *Can you tell me if your mum is in?*

2. Introduce embedded yes / no questions with if / whether.

Example: *Do you know if she is still working?*

3. Introduce embedded Wh-questions with a question word.

Example: *My friend wonders how many sisters I have.*

Don't Forget!

✓ Use the statement word order in all embedded questions.

Example: *Can you tell me where they live?*

✓ Don't use DO / DOES / DID in embedded questions.

Example: *I don't know when his friend came.*

✓ Don't leave out IF or WHETHER in embedded yes / no questions.

Example: *Could you tell me if he will be at home at 6 p.m?*

✓ Use the question mark at the end of the embedded questions and the following common phrases:

- *I don't know (understand) ...*
- *I wonder ...*
- *I'm not sure ...*
- *I can't remember ...*
- *I'd like to know ...*
- *Let's ask ...*
- *I'd like to find out ...*
- *Do you know ... ?*
- *Can you tell me ... ?*
- *Would you show me ... ?*
- *Who knows ... ?*
- *Could you explain ... ?*

a) Your friend wants to know about your relationships with your family members and your friends. Report her questions to the class.

Example: — *Do you live in an extended family?*
 — *He asked if I lived in an extended family.*

1. Do you get along well with your brothers or sisters?
2. Who can you rely on?
3. What do you do when you feel lonely and neglected?
4. Who helps you when you need help?
5. What family values do you appreciate?
6. Who can you pour your heart out to?
7. Where do you socialize with your friends?
8. What character traits of your good friends do you like most?

b) You are going to visit your friend whom you haven't seen for a long time. Change the direct questions into embedded ones. What other questions would you like to ask?



Example: — *I'm going to visit my old friend.*

— *How can I find him if I go by car?*

— *Please, tell me how I can find him if I go by car?*

1. Can you tell me ...

Does he live in the same street?

2. I haven't seen my friend for 5 years. I'd like to know if ...

Has he changed much?

3. My friend was interested in sport. Do you know ...

What sport does she take?

4. He was good at tennis. I'm not sure if ...

Does he still play tennis?

5. I'm going to present him with a new music CD. I don't know whether I...

Is it in his list of likes?

6. His second hobby was music. Can you tell me ...

Why did he give up music?

7. I don't know much about my friend's new preferences. Please, explain ...

How do teenagers pass their free time?

8. I want to stay at my friend's place for some time. I'd like to find out ...

Where do young people like to spend their time together?

c) Complete the second sentence so that it means the same as the first. Use the words suggested.

Example: — “*Could you give me Helen's telephone number?*” —
said Peter.

asked

— *Peter asked if I **could** give him Helen's telephone number.*

1. “Would you invite your friends for the party?” — the mother asked her son.

questioned

The mother ... to the party.

2. “Where did you see Ann?” Nancy asked Alice.

wondered

Nancy ... Ann.

3. “Would you see who is at the door, please?”

requested

My principal ... the door.

4. “Would you join our party?” Nelly asked her friend.

was interested

Nelly

5. “Do you know how many people are coming tonight?” Val asked his cousin.

couldn't remember

Val ... coming.

6. “Did you enjoy yourself at the concert?” the music teacher asked me.

questioned

The music teacher ... at the concert.

7. “Have you been working hard at your English?” — my teacher asked me.

enquired

My teacher ... at my English.

8. “Are you still on friendly terms with Bob?” Helen asked me.

wondered

Helen ... with Bob.



At home: Read the interview and fill in the journalist's report. Say if you feel the same or different about your friends and your family.



A: What does a family mean for you?

B: It means people who are ready to help each other in different situations. You feel protected and safe in the family.

A: I see. Do your parents understand?

B: You may say so. At least they always listen to what I'm trying to say.

A: Do they share your views or interests?

B: Not really. We sometimes even say angry and rude words to each other. But in the long run their arguments make me think that they are right. They forgive me for being rude and unfair towards them.

A: And what is your relationship with your elder brother like?

B: Well, we are very good friends. He supports me in all situations, no matter if I'm sometimes wrong. Dan tries to see life through my eyes and often gives me a piece of advice.

A: Do you have many friends?

B: I do.

A: And your friends, are they the most important people in your life?

B: I love both my family and my friends. But I think family relations are much stronger than those among friends.

I asked Ann *what family meant for her* and she answered that she felt safe and protected there. Then I wondered ... and learned that her parents were good listeners. Next I asked Ann ... and Ann told me that though sometimes she disagreed with her parents but finally their arguments made her think that they were right. Then I wanted to know ... and the girl

told me that they were very good friends as her brother supports her in everything and tries to see the world through her eyes. Also I wondered Ann said that she had a lot of friends. Then I enquired ... and the girl said she loved both — her family and her friends.

IV Your Language Portfolio: Reading

a) Read what psychologists from different countries say about relationships in the families and make a list of family values they suggest.

What Makes a Family?

Americans consider the family to be an important institution, but often career, education and money are placed ahead of the family possibly contributing to the social problems that America faces today.

In almost all families (except for very wealthy or religious ones) both mother and father work full time, 40 hours per week. Since parents usually don't arrive home from work until after 5 p.m., children are left unattended for several hours. Many psychologists believe this time left alone is the cause of many problems, especially for teenagers. They feel lonely and neglected and want their parents to hear them out. They need to feel cared for — the feeling that they are important for their *mom* and dad, so that the parents are interested in them, worried about them. Children like to talk about what's happening, who's doing what. "It's lovely to have the family round you and to know they regard you as important so that you are careful not to harm them, treat them rudely" — many of them claim. It speaks for the respect of every member of the family and it's an important family value.



Sam Brighton, the USA

BrE mum
AmE mom



Susan Bricks, Australia

Sometimes they don't listen to each other well. They think about what they want to say and don't really hear what another member of the family is saying. In such situations understanding is all they need. Everybody in the family should understand that. Each of them has the right to be different and must respect the right of other people to have ideas that differ from your ideas. Family members who respect each other's ideas can resolve conflicts in a peaceful way. Decidedly, it leads to better relationships among all members of the family. And then the family becomes a shelter from the storm ... a friendly port when the waves of life become too wild.



Paul Rivers, Canada

the family takes his / her word against anybody else's. It means that they can rely on each other and be sure to be protected from

I'd like to speak about the relationships in extended families. I believe more and more families turn to one kind of one-for-all-and-all-for-one style existence in the new millennium. According to psychological research, households of three or even four generations become typical. Naturally, in such families conflicts are unavoidable. They happen because people have different ideas, their values are

Many Canadian psychologists put drive and value on trust. A strong belief in goodness and charity makes a good family. It becomes a place where love and faith dwell, a place where all members can enjoy the dignity of their own personality. It goes further than that. In such families all their members are confident and supportive. When something unpleasant occurs to one of them, the

the bad things that can happen to all of us. I think trust and comfort in the family is the basis of good relationships.

One of the worst things about family relations that young people single out is lack of privacy. They often complain that even if they disappear into their room for some peace, it's guaranteed that someone will come after them, wishing to know what they are up to. With parents, brothers or sisters in one house they don't have a chance to be alone, unseen or unheard. Some of them even say that their family members have no sympathy for their feelings.



Sarah Simon,
Great Britain

I believe that when families have such problems the first thing to do is to talk. Children must tell parents what makes them unhappy. Calm communication, without the words that hurt people, will definitely provide a solution. Teenagers are vulnerable and they need someone to talk to.

It's an open secret that a family is happy when it has things together ... like dreams and hopes and possessions and memories and smiles. The relations of family members are based on mutual respect and understanding. But I'd like to stress one more family value, which many families in Ukraine cultivate — sharing responsibilities at home. Every family member should have a family duty like taking a dog for a walk, doing the shopping or washing up, etc. If everyone in the family does his / her fair share, it will unite them and make a close-knit family.



Olga Kovalenko, Ukraine



In such cases children and parents and other relatives that live in the house will help each other with any activity willingly. Togetherness becomes number one for all of them.

Family Values:

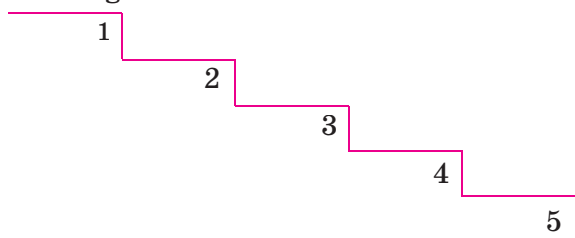
1. Caring 2. 3.

b) Analyse which country's psychologists give the following solutions as to family lifestyles. Say which of them are typical of your country.

- Sharing responsibilities is one of the most important family values.
- Children often feel lonely and neglected. They need sympathy and caring.
- If three or four generations prefer to live together, they should learn how to avoid conflicts.
- Family conflicts should be resolved in a peaceful way.
- Children should have privacy.
- It's important to enjoy the dignity of your personality.
- Family must protect its members.
- Trust is number one in family relationships.

c) In groups rank the family values, which are described by psychologists, in order of importance. Give your reasons.

caring



d) Some psychologists suggest solutions as to how to improve relationships in your family. In groups, fill in the chart and give your comments.

Psychologists' solutions	Your commentaries
1) Talk to your family members and find out what makes them unhappy.	I think it's a good solution. If you know the reason for somebody's unhappiness it is easy to help him / her out.
2) ...	

e) Imagine that you are talking to a psychologist about the relationships in your family. Role-play the dialogue following the scheme below.



1. Tell the psychologist about the relationships in your family:

- *As for my family ...*
- *My parents ...*
- *So, I'd like ...*

2. Express your attitude and ask about the problem:

- *Glad to hear ...*
- *As I see it ...*
- *Do you think ...?*

3. Explain your problem:

- *What I lack is ...*
- *I hate ...*
- *I can't bear ...*

4. Ask for more reasons or details:

- *Could you explain why ...*
- *Why don't you ... ?*
- *Can you be more specific ... ?*

5. Tell him / her what you dislike about your relations, behaviour. Give example:

- *My mum is always ...*
- *As for my dad ...*
- *My brother never ...*

6. Ask the teenager if she/he tried to solve the problem herself:

- *Why don't you ...*
- *Did you...*
- *Have you ever...*



7. Give more facts about your family's lifestyle:

- *I lack...*
- *Besides...*
- *Nobody tries...*

8. Comfort the teenager:

- *Don't say die ...*
- *I'm sure your family ...*
- *As for your parents ...*

9. Thank the psychologist for being sympathetic and ask for advice:

- *I appreciate ...*
- *Thank you for ...*
- *Can you ...*

10. Give the teenager a piece of advice:

- *At first ...*
- *Then ...*
- *I advise you ...*

11. Express your gratitude:

- *I'm so thankful ...*
- *You are so kind ...*
- *You've helped me ...*

12. Express your hope for better family relations:

- *I hope ...*
- *I think ...*
- *Surely ...*

V Your Language Portfolio: Listening

a) Listen to the story about one family and say why Philip didn't tell his news.

b) Now listen again and match the characters to their thoughts.



1. I want to have a little talk with you. Come and sit down.

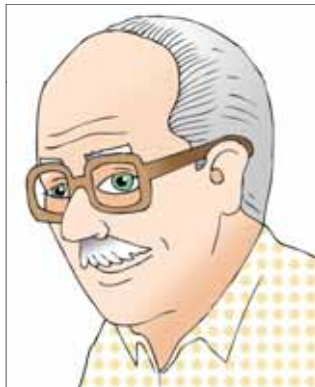
2. I knew that the news would be unexpected and I felt I would need courage.

3. The boy is delighted,
Sarah.

4. It makes no difference.
I'm delighted.

5. It seems to me that I'm falling
in love.

6. I've been in love with her
for a long time and it was only
yesterday that she agreed to
marry me.



7. Supper for three! It's a surprise.

8. I wasn't very pleased to hear
that someone would stay for supper.



On your own: think and decide what could have happened in the story the next day.

VI Your Language Portfolio: Writing

Formal Letters

- ✓ Formal letters are normally sent to people in an official position or people you don't know well.
- ✓ They are written in a formal style with a polite impersonal tone.
- ✓ They can come as letters of complaint, requests, application, etc.

**How to write a letter of complaint**

Content Tips	Language Tips
<ul style="list-style-type: none">• Start with a formal greeting (e.g. Dear Sir / Madam when you don't know the person's name or Dear Mr. Black — when you know the person's name);• In the opening remark state your complaint, including details of what has happened;• In the main body present each of the specific points you are complaining about. Start a new paragraph for each point and justify these points by giving examples;• In the closing remarks explain what you expect to happen.• Write a formal ending (yours faithfully — when you don't know the person's name; yours sincerely — when you know the person's name + your full name).	<ul style="list-style-type: none">— I'm writing to complain about ...— I'm writing in connection with ...— I'm writing to express my unhappiness with ... — I hope you will ...— I hope that this conflict will be resolved.— I feel (believe) that ...

Read the sample letter of complaint and say if the author managed to use the tips.

Sample letter of complaint:

Dear Sir / Madam,

I'm writing to complain about the conflict with my roommate in the hostel. I have no privacy in the room, because I share it with a young girl from Italy, who is very talkative.

In the morning when we get up she talks about her clothes and her dates with boys. She keeps talking about it in-between the classes and even in the evening her talks about fashions and boys are unavoidable.

All this prevents me from studying well. Besides, she invites guests every evening and in addition to it, I can't concentrate on my project which I am about to complete soon.

However, I tried to resolve the conflict and talk to the girl. But she was very impolite and I was offended with her reaction. She refused to change her behaviour.

As you can imagine, I'm extremely upset and don't know what to do. I hope that you will find time to help us to resolve the conflict.

*Yours sincerely,
Susan Blake*

VII Culture Comparison



1) What family relations of the English speaking countries mentioned in the text "What Makes a Family" are typical of Ukraine?

2) What other examples of family relations can be attributable to Ukrainian families?



At home: *In your workbook, write a letter of complaint to a psychologist about some of your family problems.*

1.2. Exploring Your Family: History

Academic English	Conversational English
<ul style="list-style-type: none"> • ancestors • archive / references • to live through a particular era • to make something come alive 	<ul style="list-style-type: none"> • to arouse in sb the desire to do sth • to put someone in context • to start out • to have an inclination for