

Підручник розраховано на учнів загальноосвітніх навчальних закладів, які вивчають англійську мову дев'ятий рік.

Навчальний матеріал відповідає основним лініям змісту освіти, які визначено Державним стандартом базової і повної середньої освіти та чинною Програмою іноземних мов для загальноосвітніх навчальних закладів: мовленнєвій, мовній, соціокультурній, діяльнісній (стратегічній).

Навчальний матеріал підручника розраховано на 2 навчальні години на тиждень, з урахуванням годин на проведення семестрового контролю навчальних досягнень учнів з аудіювання, говоріння, читання й письма.

Підручник побудовано з опорою на вивчення іноземної мови через порівняльний аналіз реалій життя сучасних Великобританії та України з використанням великої кількості автентичних англомовних ресурсів.

Акцент робиться на групові та парні форми роботи, розвиток навичок критичного мислення та ключових компетенцій.

Аудіододаток містить матеріал для роботи з завданнями з аудіювання, які розміщені у підручнику.

Підручник містить інтерактивний онлайн-додаток, який дозволяє працювати з мовними і мовленнєвими матеріалами підручника та здійснювати експрес-контроль навчальних досягнень учнів в режимі онлайн.
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STARTING UP

Mamma, it was summer!

Tip of the unit:
Be systematic!
1. a) Match the pictures A–P on p. 5 and the activities.

   Playing computer games, playing sports, going to a summer camp, boating, playing hopscotch, blowing bubbles, fishing, painting, going to amusement parks, flying a kite, yachting, canoeing, smartphoning, swimming, horse riding, biking, camping out.

b) Which of them are:
   - exciting?
   - quiet?
   - childish?
   - expensive?
   - interesting?
   - entertaining?
   - boring?
   - dangerous?

Explain why you think so.

c) In small groups, arrange the activities above in the order of importance, and then compare your results with the rest of the class.

2. In pairs, exchange your memories about the summer holidays.

   What was your sweetest memory? What upset you most? Why? Did you take up any of the activities from Ex. 1? What were they?

3. When we talk about some events in the past, we normally use one of the Past tenses – Past Simple, Past Continuous or Past Perfect.

   Read Jason Blake’s email to his Liverpool schoolmate Edward and decide, which of the Past Tenses the verbs in bold belong to:

   1) Which of the verbs just state a fact of an event in the past? What grammar tense is used?
   2) Which ones are about the actions happening at a certain moment or during a certain period of time? What grammar tense is used?
   3) Which ones tell us that one action in the past took place before another action? What grammar tense is used?

   (You may consult Grammar Aid on p. 162)

   To: ed_2003@yahoo.co.uk
   Subject: Hello from Ukraine!

   Hi Ed,
   Hope you’re doing fine.

   I was absolutely busy in summer with all that moving stuff, you know. Before I left the UK (and that was in late August) I had done such a lot of things! I decided to take up a summer job to get some extra money, and my mum and dad agreed that it was not a bad idea, so in June and July I worked as a paperboy in the mornings and washed cars in my mum’s cousin’s garage later in the day. While I was working there I learned a lot of useful things about cars and even learned how to drive.

   After my garage experience had been over my aunt suggested hiring me as an aid in her clothes shop. The job was simple – sticking price tags on clothes, and it was paid well, but how boring it was! I was sitting in the back room all day and sticking those tags on shirts, skirts and pants. My mum said it was good for teaching me how to be patient and attentive, but I was thinking then it was just horrible.

   Anyway, after it all had finished and I had earned something to take with me, I finally came to Ukraine. I hadn’t had enough time to do some real sightseeing before the school started, but what I had seen, was at least interesting.

   Well, gotta run now, hope to hear from you soon.

   Take care,
   Jason
4. Look at the pictures below about summer jobs the teenagers did during their summer holidays and say what jobs those are. In pairs, choose any two summer jobs and make a list of at least three things those teenagers did at work. Discuss your lists with the class for possible additions or changes.

5. Did you or your friends take up any summer jobs this summer? What were they – something from above or something different? What did you do while doing the job? Describe the job you or your friends did to your deskmate, then share the results with the rest of the class and find out what summer job was most popular with teenagers this summer.

6. In pairs, prepare and make a presentation “Summer Jobs for Teenagers – For and Against”.

Quick Grammar Aid – Past Tenses

We use Past Tenses for actions that happened some time ago and have no direct connection with the time when we are talking about them.

**Past Simple** is used to say

- that the actions happened in the past for some time:  
  I went to school in Liverpool. (I am giving a fact.)

- about a single action in the past:  
  On my way to school I stopped at the corner.

- about a few actions happening one after another:  
  She came home, opened the door, turned on the lights and saw a ghost.

**Past Continuous** is used for actions that happened at a specified moment or period of time in the past indicated by:

- exact time:  
  They were doing their homework at 8 p.m.

- a single action in the past:  
  They were doing their homework when their mother came. (Pay attention to the use of when in such sentences.)

- a period of time:  
  They were doing their homework from 7 till 9 p.m. (Pay attention to the use of from ... till ...in such sentences.)

- two or more actions in the past that took place at the same time:  
  They were doing their homework while their Dad was cleaning the house and their granny was cooking dinner for the family. (Pay attention to the use of while in such sentences.)

**Past Perfect** is used for actions that happened before a specified time in the past indicated by:

- actions in Past Simple:  
  They had washed the dishes before they started doing their homework. OR They started doing their homework after they had washed the dishes. – washing the dishes happened earlier than doing homework. (Pay attention to the use of before and after in such sentences. Memorize a simple rule: *Past Perfect is used before “before” and after “after”.*)) OR They had washed the dishes by the time their mother came. (Pay attention to the use of by in such sentences.)

- exact time in the past:  
  They had washed the dishes by 7 p.m. (Pay attention to the use of by in such sentences.)

**IMPORTANT!** Past Perfect is most often used in complex sentences with two actions in the past to compare.

Mamma, it was summer!
Lesson 2

SO VAST PAST!

1. Put the verbs into the correct tense (Past Simple or Present Perfect).
   REMEMBER: we use Present Perfect when we are more interested in the result and Past Simple – when we are more interested in the time.

   Use the Quick Grammar Aid to help you.

   1. A: (you / play / already) the new computer game?
   2. B: No, not yet. I only (buy) it yesterday and I (have / not) the time yet.
   3. A: (you / go) to the cinema last night?
   4. B: Yes. I (be) there with Sue and Louis. (you / be) to the cinema recently?
   5. A: I last (go) to the cinema two weeks ago.
   6. B: So you (see / not) the new action film yet.
   7. A: No, unfortunately not. (you / enjoy) it?
   8. B: Oh, I really (love) it. But Sue (like / not) it – too much action!
   9. A: But why (you / take) her with you? She (tell) me last week that she (hate) action films.
   10. B: I think she has an eye on Louis. She (try) to talk to him all the time. So he (can / concentrate / not) on the film.

2. Put the verbs into the correct tense (Past Simple or Past Continuous).

   1. When I (do) the washing-up, I (break) a plate.
   2. While Tom (play) the piano, his mother (do) the washing-up.
   3. He (drink) some juice and then he (eat) a few chips.
   4. I (have) dinner when I suddenly (hear) a loud bang.
   5. When my father (work) in the garden, an old friend (pass) by to see him.
   6. She (go) to school, (take) out her textbook and (begin) to learn.
   7. When it (start) to rain, our dog (want) to come inside.
   8. When Jane (do) a language course in Ireland, she (visit) Blarney Castle.
   9. When I (be) on my way home, I (see) an accident.
   10. I (not / understand) what they (talk) about.

3. Put the verbs into the correct tense (Past Simple or Past Perfect).

   1. We (throw) away the flowers that we (bring).
   2. Wendy (send) the letter that she (write).
   3. The gardener (trim) the trees that he (plant).
   4. I (get) into the taxi that my friend (order) for me.
   5. She (wear) the jumper that her mum (knit).
   6. Yesterday a boy (destroy) the snowman that we (build).
   7. Jimmy (tell) us about the film that he (see).
   8. We (find) the mobile phone that Marvin (lose).
   9. He (sing) a song that I (hear / never).
   10. Catherine (open) the window that I (close / just).

Today’s idiom

to rest on one’s laurels – to make no effort to do anything because of the previous success

Today’s phrasal verb

to loosen up – to become relaxed or informal

8
4. Choose the correct tense forms – Past Simple, Past Continuous, Past Perfect

1. We (not go) to the cinema last week.
2. My brother (break) the cup that I (wash) only a minute before.
3. Yesterday at nine he (sit) in front of his computer.
4. When their mum got home, the boys (watch) TV.

5. Choose the best tense form to complete the sentences about the situations in the past.

1. I was exhausted at the end of the exam. I (write) too much.
2. When thieves stole my favourite leather jacket, I was really upset. I (have) it for over ten years.
3. Please step out of the car, Mr. Jones. Do you realise you (drive) at over 90 mph?
4. We didn’t really want to go and see the musical again. We (already see) it twice – so we (say) ”no” and we (go) to a restaurant instead!
5. I arrived over an hour late to the office and everyone was working. Actually, they just (start) to work on a new project and I (feel) really guilty.
6. The kitchen was full of steam when we arrived. Joan (be) in the kitchen and she (cook) a huge meal for everyone at the party.
7. It was a bit embarrassing to arrive at their house and find Mary looking so sad. I think she (cry) before we (get) there.
8. No-one even noticed when I got home. They (all watch) the big game on TV.

6. Put the verbs in appropriate tenses and read the story.

A plumber (come) to our house yesterday. He (want) to repair our washing machine that (break) a few days before. Before he (ring) at my door, he (look) for a parking space in the street. While the plumber (repair) the washing machine, I (watch) the news. Suddenly, I (realise) that they (show) our street on TV. The reporter (say) that a car (crash) into a stop sign just before reaching the crossroads. While I (listen) carefully to what (happen), someone (knock) at my door. I (open) the door and (see) a police officer standing there. He (ask) for the plumber. As it (turn) out, it (be) our plumber’s car that (roll) down the street. In his haste, the plumber (forget) to put the handbrake on.
1. In pairs, think about an acrostic on the word “summer”. Discuss the acrostics in class and decide which one is the best.

S...........................................................................................................................................................................
U...........................................................................................................................................................................
M...........................................................................................................................................................................
M...........................................................................................................................................................................
E...........................................................................................................................................................................
R...........................................................................................................................................................................

2. Listen to a Skype conversation between Ed and his friend from Ukraine – Polina. What were Ed’s summer experiences? How does he feel about them? Take brief notes while listening.

3. Fill in the table of Ed’s summer experiences according to what you have heard.

<table>
<thead>
<tr>
<th>Positive experiences</th>
<th>Negative experiences</th>
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4. Make up new sentences so that they had the same meaning as the sentences from the dialogue.

1) I had too much work to do. – There was ...
2) My summer was anything pleasant or special. – There was ...
3) We hardly ever saw each other. – We practically...
4) There was a person who shared my ideas. – My ideas...
5) Somebody had got a home essay to write. – There had...

5. Decide which of your summer experiences were more positive and which – more negative and fill in the table below.

- Tell the class about your summer experiences.
- Explain your ideas using the today’s phrasal verb and idiom.

Don’t forget to use Past tenses.

<table>
<thead>
<tr>
<th>Positive experiences</th>
<th>Negative experiences</th>
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6. Write a letter to your imaginary English pen-friend (David or Mary) and tell them about your summer using the Past tenses (Past Simple, Past Continuous and Past Perfect).
UNIT 1

Vulture Culture?

Tip of the unit:
Be regular!
Lesson 1

1. Do you know what a “cinquain” is? It is a short five-line (from the French “cinq” – “five”) poem with no rhyme. Look at the example:

```
Computer
Cold, silent
Thinking, Producing, Calculating
Smarter than me, maybe?
Machine
```

- **Line 1** – One word, also the title
- **Line 2** – Two adjectives that describe the word in line one
- **Line 3** – Three words with more information about the subject.
- **Line 4** – Four words that show emotion about the subject – either individual words or a phrase/sentence
- **Line 5** – Synonym of the title or a word very similar to it.

In pairs, make a cinquain about **youth** on an A4 piece of paper. Each pair posts their poem on the board, and the class votes for the best cinquain.

2. **a)** Look at the pictures of representatives of some popular youth subcultures on p. 11. What do they look like? What do you feel when looking at them? You may use the following words: aggressive, attractive, arrogant, cheeky, glamorous, picturesque, strange, weird, freak, funny, dangerous, etc.

**b)** Choose one picture and describe it. Tell about:
- people’s appearances
- people’s clothes
- people’s possible behaviour

Use the words above or add words of your own.

3. Read an extract from the article on youth subcultures and find the representatives of those among the pictures above. Explain your choice.

Young people have always tried to find out where and what they are in this world by trying to **stand out of the crowd**. It may most easily be done by protesting against the adult society, its rules and values. That is why a lot of youth subcultures appeared **in the late 20th century**. They were mainly based on different music styles and teenagers tried to copy their idols in everything – appearances, fashion, preferences and lifestyles. Of
course, they differed greatly – from peaceful hippies to aggressive skinheads. Then came rockers and later metalters with their black leather jackets and Harley Davidsons, but... it all was gone in a short while. With time, the idea of seeing the future as dark and hopeless dominated the minds, and youth groups turned from rebellious to negatively apathetic. The appearances turned into a mixture of aggression and absurdity (punks) or into a contrast between black clothes and whitened skin (Goths), or brought up unnatural hair colours – mainly pink (Emos). But with the development of the Internet everything has gone a different way...

4. In pairs, find the ways to replace the words and phrases in bold in the article with their synonyms. Then, close your books and try to use these words and phrases to reconstruct the article to the class. In class, decide, which of the reconstructions was closest to the article.

5. In groups, discuss the order, in which the youth subcultures mentioned in the article appeared. Use your personal knowledge and experience. Discuss the results in class.

6. Speaking. Which of the subcultures have you personally known? Where and how did it happen? What were your impressions? Share your experiences with the class.

7. The key idea of any youth subculture is some kind of protest against society. Imagine you want to create a subculture of your own. What will it be like? Will it be more peaceful and quiet or more cheeky and aggressive? Will there be any special clothes? Makeup? Artifacts? Write a short passage of about 70–80 words.

Vulture Culture?
1. Compare the words in *italics* in the following sentences. Can we say that the same form expresses the same meaning? Do they belong to the same or different parts of sentence?

1) I’m *reading* a book.
2) *Reading* is my favourite hobby.
3) The girl *reading* a book is my sister.
4) My brother hates *reading*.
5) After *reading* the note he made a phone call.

Look through the Quick Grammar Aid on p. 16 and decide, which of the words in *italics* in sentences 1–5 are gerunds, and which are not. Explain your choice.

2. Complete the sentences with the gerunds formed from the infinitives in brackets.

1) The government encourages (recycle).
2) She is tired of (wash) dishes every night.
3) He understood her (leave) so soon.
4) He went (fish) with his father.
5) He is afraid of (take) the test.
6) Kelly suggested (take) us home.
7) Her reaction to (win) the Oscar was a bit odd.
8) He denied (take) the car.
9) Russell was discouraged by (not win) that match.
10) Sheila is starting (work) there next week.

3. Arrange the words in the following statements in the proper order. Decide, which of the –*ing* forms are gerunds and which are not. Explain your choice.

1) about / discussing / breaking / Dr. Mortimer’s / walking / were / they / the / news / stick.

2) sitting / has / message / the / room / after / house / been / incoming / Susan / waiting / for / the / in / her / cleaning.

3) lecture / the / on / building / computer / a / centre / by / doctor / presentation / using / was / giving / smoking / in / the / conference / of / the / a.

4. Complete the sentences with corresponding gerunds. Explain each of your choices. Consult the Quick Grammar Aid on p. 16 if you need.

1. They don’t mind *(wait)* outside.
2. I postponed *(paint)* the wall for the next weekend.
3. Now I understand that *(go)* to that party was a mistake.
4. Sue enjoys *(dance)*.
5. The advantages of *(go)* by train were clearly visible.
In 2012, 14% of brides in the UK were under 25, compared with 76% in the late 1960s.

Did you know?

5. Complete the sentences using the gerund form where it is strictly necessary. Explain your choice.
1. Laura keeps (repeat) the same sentence.
2. He started (shout) at his friends.
3. He forgot (water) the flowers and Mom reminded him about.
4. Diana hates (read) short stories.
5. Sarah can’t help (be) so charming.
6. There is no harm in (be) careful.
7. Our Dad continues (work) for this newspaper.
8. I forgot (water) the flowers and watered them one more time.
9. Jack completed (fix) the car.
10. He denied (take) my new camera.

6. Complete the sentences with the verbs in brackets. Use Gerund where necessary. If the two variants (gerund or infinitive) are possible, write down both of them.

1. I don’t mind (go) with you. We are going (camp) next week.
2. You mentioned (take) a break.
3. We really recommend (climb) that mountain.
4. My reasons for (accept) the position are well known.
5. Mother returned home and my brothers stopped (fight).
6. I regret (tell) her about it. She told everyone.
7. Donna dislikes (stay) at home alone.
8. Jane keeps (forget) her keys.
9. David is starting (work) there next week.
10. This guy is known for (break) the rules.
11. Nate won the prize for (write) that amazing short story about (travel) to Japan.
12. If he avoids (waste) money that we keep (make) the trip, we plan on (leave) in June.
13. Samantha kept (have) problems with her computer at work, so she suggested (shut) down the computer and (restart) it.
14. She finished (cook) at about four and went for a walk.
15. Don’t forget (buy) some bread. We don’t have any left.
The gerund looks exactly the same as a present participle, but there is a difference between the two. The gerund always has the same function as a noun (although it looks like a verb). It is sometimes quite difficult to understand the difference between using the gerund and the infinitive.

### The basic difference between gerunds and infinitives is the following:

<table>
<thead>
<tr>
<th>Using a gerund</th>
<th>Using an infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>suggests that you are talking about real activities or experiences.</td>
<td>suggests that you are talking about potential or possible activities or experiences.</td>
</tr>
</tbody>
</table>

The gerund answers the questions “What?” or “Doing what?”

### IN THE SENTENCE:

<table>
<thead>
<tr>
<th>THE GERUND MAY BE THE SUBJECT OF THE SENTENCE</th>
<th>Flying makes me nervous.</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE GERUND MAY BE THE COMPLEMENT OF THE VERB 'TO BE'</td>
<td>The hardest thing about learning English is understanding the gerund.</td>
</tr>
<tr>
<td>THE GERUND IS USED AFTER PREPOSITIONS</td>
<td>She is good at painting. We arrived in Madrid after driving all night.</td>
</tr>
<tr>
<td>The gerund must be used when a verb comes after a preposition. This is also true of certain expressions ending in a preposition, for example the expressions in spite of or there’s no point in.</td>
<td></td>
</tr>
<tr>
<td>THE GERUND MUST BE USED AFTER PHRASAL VERBS</td>
<td>When will you give up smoking?</td>
</tr>
<tr>
<td>Phrasal verbs are composed of a verb + preposition or adverb.</td>
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<tr>
<td>There are some phrasal verbs with &quot;to&quot; as a preposition (e.g. to look forward to, to take to, to be accustomed to, to get around to, to be used to). It is important to know &quot;to&quot; is a preposition in these cases and it must be followed by a gerund. It is not part of the infinitive. You can check whether &quot;to&quot; is a preposition or part of the infinitive. If you can put the pronoun &quot;it&quot; after the word &quot;to&quot; and form a meaningful sentence, then the word &quot;to&quot; is a preposition and must be followed by a gerund.</td>
<td></td>
</tr>
<tr>
<td>THE GERUND IN COMPOUND NOUNS</td>
<td>I am giving Sally a driving lesson. I bought some new running shoes.</td>
</tr>
<tr>
<td>In compound nouns using the gerund, it is clear that the meaning is that of a noun, not of a continuous verb. For example, with the word &quot;swimming pool&quot; it is a pool for swimming in, it is not a pool that is swimming.</td>
<td></td>
</tr>
<tr>
<td>THE GERUND MUST BE USED AFTER SOME EXPRESSIONS</td>
<td>She couldn’t help falling in love with him. I can’t stand waiting. It’s no use trying to escape. This song is worth listening.</td>
</tr>
<tr>
<td>The gerund is necessary after the expressions can’t help, can’t stand, to be worth, and it’s no use.</td>
<td></td>
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</tbody>
</table>

### ALSO:

- The word “go” + sports or recreational activities usually take a gerund. “Let’s go shopping”, “They went skiing”.
- Expressions with the words “have”, “spend” and “waste” take a gerund. “She had fun skiing”, “He wasted all his time worrying”.

See the lists of verbs that take only a gerund or can take both gerunds and infinitives, with only a slight difference in the meaning, or verbs take both gerunds and infinitives, but with a significant difference in the meaning on p. 163.
1. Work in chain. Look at the beginnings of the questions and continue them. Ask you partner to give brief answers about yesterday’s activities.

Why did you...?  What was ...?  Where were ...?
What did you ...?  How could you ...?  How often ...?
Where did ...?  How long ...?  What kind of ...?
Why should you ...?  How far ...?  Could you try ...?

**Today’s idiom**

*to come up in the world* – to become richer and of a higher social status than before

**Today’s phrasal verb**

*to break free* – to free oneself
*to break in/into* – to enter by force

2. Look at the pictures of representatives of youth subcultures.

1) Which of them can you identify?
2) Which of them were NOT mentioned in the article in Lesson 1?
   Check yourself with the key to the pictures at the end of the lesson.
3) What names are completely new or unknown to you?
You are going to listen to a radio interview. Look at the words you are going to come across in the interview (A) and try to match them to their meanings (B).

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>bald</td>
<td>symbol</td>
</tr>
<tr>
<td>dye</td>
<td>die out</td>
</tr>
<tr>
<td>hostility</td>
<td>funny</td>
</tr>
<tr>
<td>attribute</td>
<td>aggression</td>
</tr>
<tr>
<td>amusing</td>
<td>paint</td>
</tr>
<tr>
<td>fade away</td>
<td>hairless</td>
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</tbody>
</table>

Think how you can use the words from column A to describe the pictures above.

Look at the questions below and try to find answers to those questions you think you can answer. Then listen to a part of a radio show to find out if your guesses were correct and give answers to ALL the questions.

1) Which of the youth subcultures above are mentioned in the interview?
2) Which are not?
3) What age groups are mentioned and in what context?
4) What are the reasons for young people to give up a subculture?
5) Can we identify various subcultures now? Why / Why not?
6) What is said about music styles followers?
7) The interview is not finished. How do you think the last question will be answered?

Do you know any representatives of youth subcultures? What can you say about them? What kind of people are they?

What do you personally think of youth subcultures? Do you think they are necessary or young people could easily do without them? Interview your classmates using the following form, then sum up the results to make a single chart for the class.

<table>
<thead>
<tr>
<th>Absolutely necessary</th>
<th>I already belong to one – (say what)</th>
<th>I'd like to try … (say what)</th>
<th>I don't care</th>
<th>Absolutely unnecessary</th>
</tr>
</thead>
</table>

Choose one of the youth subcultures from the key words at the end of the lesson, search the Internet or other resources for information about it and prepare a brief presentation. Say about:

- where and when they appeared
- what their general idea was
- what characteristic features they had (clothes, hairstyle, makeup, artifacts).

Did you know?
The number of young people aged 16–24 in full-time education more than doubled between 1984 and 2013.