Английский язык / Англійська мова
Учебное пособие для 9 класса гимназий с белорусским и русским языками обучения
Допущено Министерством образования Республики Беларусь
МИНСК «ВыШЕЙШАЯ ШКОЛА» 2012
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Unit 1. RELATIVES

Lesson 1. BLOOD IS THICKER THAN WATER

Communicative area: talking about families, describing family members
Active vocabulary: spouse, sibling, great-grandparents, grandchildren, half-brother (-sister), first / second / third cousin, first cousin once / twice removed, in-law

1. What do you think the title of the lesson means?
   a) Together with your partner choose the most appropriate option:
      - your character depends on your genes;
      - family relations are stronger than any others;
      - if you have a blood stain on your clothes, you will never wash it off with water.
   b) Do you agree with the saying?

2. a) Look through the list of relatives. Discuss them with your partner. If there are names that you both do not know, check in your dictionary.

   Spouse; siblings; twins; grandparents -> great-grandparents; grandchildren -> great-grandchildren; stepmother, step-brother; half-brother, half-sister; uncle, aunt; nephew, niece; cousin = first cousin, second cousin, third cousin; first cousin once removed -> first cousin twice removed; in-laws: father-in-law, daughter-in-law, sister-in-law.
   b) Match the words with their definitions:
      a) a child of one’s uncle or aunt;
      b) a brother or a sister;
      c) a child of one’s first cousin;
      d) two children born at the same birth;
      e) a child of one’s parent’s first cousin;
      f) a brother / sister with whom one has only one parent in common;
g) a child of one’s parent’s second cousin;  
h) a woman who is married to one’s father after the divorce  
    of one’s parents or the death of one’s mother;  
i) parents of one’s grandparents;  
j) a grandchild of one’s first cousin;  
k) relatives by marriage;  
l) a husband or wife.

c) Which of them do you consider close relatives? Distant relatives?

3. a) What can you see in the photos? When and where do you  
think they were taken?

b) Work in small groups. Imagine that you are the owner of some  
of these photos. Explain to your group mates who the people in  
the photos are.

4. a) Listen to five people talking about their relatives. Which  
photo is each person speaking about?  
b) Listen again and say what relative the speakers are talking  
about. Be able to provide their names and age.

- the youngest person in the family  
- the oldest person in the family  
- the most successful person in the family  
- the most extraordinary person in the family  
- your relative whom you have never met
5. a) Complete the same list with the names of your relatives. Decide what to say about them.
b) Work in pairs. Explain to your partner which relative you wrote about and why. Answer any questions your partner has.

6. Do you keep photos of your family? Which of them do you treasure most? Why?

Lesson 2. A FAMILY THAT … TOGETHER, STAYS TOGETHER

Communicative area: asking for and giving information
Active vocabulary: in harmony, bespectacled, harebrained, stardom, troublemaker, must-see, prestigious, sought-after, monumental

1. What word do you think the title of the lesson is missing? Give some arguments for your choice.
   - plays
   - pays
   - prays

   Does each of these options have a right to exist? Why?

2. a) Match the words with their definitions:

   a jewel
   faith
   delight
   a goal

   a) target, aim
   b) joy, pleasure
   c) belief, creed
   d) a precious stone

   b) Listen to the song and fill in the gaps.

   We Are Family by Sister Sledge

   Chorus
   We are family
   I got all my ... with me
   We are family
   Get up everybody and sing
   Everyone can see we’re ...
   As we walk on by
(FLY!) and we fly just like birds of a feather
I won’t tell no ...
(ALL!) all of the people around us they say
Can they be that ...
Just let me state for the record
We’re giving love in a ... ...

Chorus
Living life is ... and we’ve just begun
To get our share of the world’s ...
(HIGH!) high ... we have for the future
And our ... is in sight
(WE!) no we don’t get depressed
Here’s what we call our ... ...
Have faith in you and the things you do
You won’t go wrong
This is our family ...

3. a) Are you fond of music? Do you read information about singers or music bands? Do you know anything about the band *Sister Sledge*? Which answer do you think is correct?

1. *Sister Sledge* come from ...
   a) the USA   b) Brazil   c) Ireland

2. They started they career in music ...
   a) at kindergarten   b) at school   c) in their late twenties

3. They became very popular in ...
   a) Japan   b) Australia   c) Russia

4. *Alvin and the Chipmunks* is ...
   a) a popular song by *Sister Sledge*   b) an animated music group   c) a rock festival in Philadelphia

b) Read the information and see if your answers were correct.

*Sister Sledge*
Kathy, Kim, Debbie and Jony Sledge were born and raised in Philadelphia. At the young ages of four through eight the girls
were singing in perfect harmony in local Philadelphia churches. They were born to perform. Along with vocal coaching and teachings from their grandmother, an experienced opera singer, their father was the other half of the legendary duo. Elementary school years were spent performing in clubs and local talent shows.

As their stardom rose in the Philadelphia area, word around town was that the “Sister Sledge” was a must-see. A talent promoter contacted the sisters to perform at a local cabaret and the rest is truly amazing history.

Their professional music career started when they entered the UK Singles Chart with the first No.1 record “Mama Never Told Me”. Their second international hit “Love, Don’t You Go Through No Changes on Me” landed at No. 1 on Japanese charts, after which Sister Sledge won a prestigious and highly sought-after Silver award at the Tokyo Music Festival.

The start of millennium was a monumental time for the sisters. In addition to a Rock & Roll Hall of Fame nomination, Sister Sledge was voted by the VH1 one of the most successful girl groups of all time. In 2001 “We Are Family” was voted the No. 2 biggest record of all time.

**Alvin and the Chipmunks**

*Alvin and the Chipmunks* is an American animated music trio, managed by their human adoptive father, David Seville. The group consists of three singing animated chipmunks: Alvin, Simon and Theodore.

Alvin, the troublemaker, quickly became the star of the group. The character always seems to make up harebrained schemes to get what his goal is at the time, whether it be trying to help his brothers, keeping Dave from figuring something out, or getting out of a sticky situation. Alvin’s signature colour is red.

Simon is the tall, bespectacled intellectual. In addition to having an IQ of Einstein Simon possesses a very dry sense of humour as well as a keen wit. Alvin exploits Simon for his crazy schemes because he is smart enough to carry them out. In
the end, Simon loves Alvin, although he secretly worries that they share the same gene pool. His signature colour is blue.

Theodore is the child of the band. He is shy, loving, sensitive, trusting, and naive. In short, he is an easy target for Alvin’s manipulations. Theodore’s signature colour is green. He is the baby of the group. He is the glue that binds his brothers despite Alvin and Simon’s differences and regular disagreements.

4. Decide which of the bands
- consists of 3 members;
- has some disagreements regularly;
- received a highly sought-after award;
- became stars in their home place;
- consists of totally different characters;
- won many prestigious contests;
- is managed by an adoptive father.

5. Match the words in bold to their definitions:
   a) in agreement;
   b) wearing glasses (adj.);
   c) quick, careless, foolish;
   d) the state of being very famous and recognizable;
   e) a person who causes difficulties or problems;
   f) a remarkable sight or entertainment that should be seen;
   g) having high status (adj.);
   h) in demand; wanted or needed (adj.);
   i) great in importance or size.

6. a) Complete the questions with the new words from the lesson.
   1. Is it possible for a family to live in ... without any quarrels or rows? 2. Did you use to be a ... when you were younger? Did you produce any ... ideas or schemes? 3. Do any members of your family have ... jobs/occupations? What jobs are ... in Belarus right now? 4. Do you have any ... intellectuals in your
family? Who are they? 5. Have you had a … time with your family recently? What did you do? 6. Would you like to be an extremely famous celebrity? Do you think … is a good or bad thing? What makes you think so?

b) Discuss the questions with your partner.

Lesson 3. FAMILIES COME IN ALL SHAPES AND SIZES…

Communicative area: making deductions and speculations
Active vocabulary: hurdle, to cohabit, cohabitation, family reunion, to be in a family way, nuclear family, extended family, single-parent family, transnational family, living apart together family (LAT), common-law partnership, blended family / reconstituted family, foster family

1. a) What associations do you get when you hear the word “family”? Write them down. Compare in small groups. Report back to the class with your most common and most unusual answers.

b) Read the title of the lesson. What do you think it is about?

2. a) Choose the right meaning for the following words:

   a hurdle – a difficulty / a sound made by horses / a hug;

   to cohabit – to populate / to live together without being married / to have the same habits as somebody else;

   a family reunion – a business run by several families together / a gathering attended by members of a family / restored friendly relations between a husband and a wife after a serious argument;

   a widow – a woman whose job is to clean windows / a woman who lost her husband by death / an old unmarried woman;

   to be in a family way – to treat someone as a member of your family / to get all the preparations done for the wedding / to be pregnant.

b) Check with your teacher.
c) Match the types of family below with one of the descriptions 1–8:

a) a nuclear family;
b) an extended family;
c) a single-parent family / one-parent family;
d) a transnational family;
e) a living apart together family (LAT);
f) a common-law partnership / cohabitation;
g) a blended family / reconstituted family;
h) a foster family.

1. Hey! My name is Lisa Simpson. I live at 742 Evergreen Terrace in the town of Springfield. My family consists of my parents, my older brother Bart, my baby-sister Maggie and me. My mom is a housewife and she spends most of the time at home doing the chores and taking care of us. My dad works at a nuclear plant, he is a little lazy, but he is a good person, he is such a family man. We also have a dog, Santa’s Little Helper, and a cat, Snowball II, and we treat them like ones of the family.

2. I have twins that I bring up on my own. I am a widow and even though my husband passed away 4 years ago, I haven’t remarried yet. It’s not easy to take care of two kids on your own. But luckily I have my parents who are always ready to help me.

3. Well, my family is very different. My mom got divorced. Ever since I’ve been spending most of the time with her, but every other weekend with my dad. Last year my mom married Ron. He has two kids from his previous marriage and we all live together. It is not easy to overcome hurdles and sometimes I have conflicts with my new sister, but both mom and Ron don’t seem to give up.

4. My son cohabits with his girlfriend. They both work, rent an apartment together and seem quite happy. I probably belong to a different generation and I am a bit old-fashioned, but don’t really approve of their living together without registering their marriage, even though I can’t help liking my so-called daughter-in-law. They say that only when Lisa is in a family way they will officially get married and I can’t wait.
5. My name is Utah and I come from Tallinn, Estonia. I am married to a man from the island of Barbados. We met in the US, when I went there as an exchange student. We have been married for 6 years now. When we have a child, she or he is going to be one of a kind I think. Do you think there is another Estonian-Barbadian family?

6. Weird as it may sound, but my wife and I live at separate addresses. I don’t think that a couple need to live together to have a strong relationship. We can meet each other when we feel like it, and we don’t have to fight over full laundry basket or dirty dishes.

7. Kids can do a lot of things for themselves, but they also need someone to take care of them. They need a house, a place to sleep, nutritious food to eat, clothes to wear, and toys to play with. Kids also need someone who will take them to the doctor and dentist, make sure they get a bath, and get them up in the morning so they get to school. And just as important, kids need someone who loves them. Our own kids are grown-ups now. But we try to make this world better by bringing-up a foster child.

8. My family is huge! If you don’t believe me, you should come to our family reunion. Last time we had to set a table for 28 people! It is probably because my grandparents had 4 children and now everybody is grown-up and married and our grandparents have 5 great-grandchildren.

TO ADOPT – to take into one’s family through legal means and raise as one’s own child. TO FOSTER – to bring up a child in one’s family temporally (the period of time may vary from a couple of days to a couple of years).

3. a) Which of the types of family above do you find …

- common for Belarus?
- most widespread in Belarus?
- very rare and unusual in Belarus?
- weird?

b) Compare your answers in small groups.
4. Look through the list of things that people often treat negatively. Work together with your partner and try to make them sound positive.

If life gives you lemons, make lemonade.

E.g. Divorce – You get freedom, you can fall in love again, you don’t have to cook for your husband/wife, etc.

hurdles
a single-parent family
a blended family
being a widow / widower
cohabitation
LAT family
a transnational marriage
being a foster child
having 5 half-brothers
having a son who is a troublemaker

Lesson 4. GRAVITATION IS NOT RESPONSIBLE FOR PEOPLE FALLING IN LOVE

Communicative area: asking for and giving information, discussing advantages/ disadvantages
Active vocabulary: social status, good mixer, security, stability, compatibility, rapport, to interact, lovelorn, mutual, long-lasting

1. The title of the lesson is a quotation from Albert Einstein. Do you agree with it? Why do you think people fall in love? Is it in human nature to love and be loved?

2. a) Match the words with the definitions.

1. a high social status; 2. being a good mixer; 3. financial security and stability; 4. a romantic soul; 5. compatibility; 6. rapport

a) being a good communicator; b) harmonious relationship, ability to exist without conflicts; c) the condition of having the
money to provide for a standard of living now and in the future; d) a person who treats love and relationships in an idealized and sentimental way; e) ability to understand each other’s feeling and ideas and communicate well; f) having a prestigious position in society.

b) Which of these things would you like to see in your future partner? Range them from the most to the least important.

c) Compare the answers with your partner. What are the main differences between you and your partner?

3. a) What is the best place to look for your ideal partner?

b) Look at the pictures. Together with your partner try to guess what ways of meeting a partner they can be about.

![Pictures](image1.png) ![Pictures](image2.png) ![Pictures](image3.png)

c) Choose the right meaning for the following words:

to interact – not to be open in expressing your feelings / to act in such a way as to have effect on another person;

lovelorn (adj) – miserable because of unhappy love / falling in and out of love quickly and easily;

mutual (adj) – having the same relationship to each other / popular with many people, widespread;

long-lasting – continuing for a long period of time / boring and uninteresting.

4. Listen to the recording. Which picture is each speaker talking about? Were your predictions about the pictures correct?

5. Listen again and complete the sentences with the missing words.

1. It involves the use of avatars for people to ... in a virtual place that resembles a real life dating environment. 2. While online dating sites allows members to search on attributes such
as education and ..., virtual dating allows users to explore ..., sense of humour and ... . 3. The fast-paced world of speed dating gives ... the opportunity to date up to ten other ... singles in one evening. 4. Even if someone is not a ... ... by nature, they don’t have to worry as the date doesn’t take long. 5. It’s your family who are responsible for your future ... .... and stability. 6. Moreover, it was noticed that arranged marriages tend to be more ... and ... .

6. Discuss the following questions in small groups.

1. Do you think online / virtual dating can lead to a long-lasting and stable relationship? Or is it just an entertainment for lovelorn singles? Do you know anyone who succeeded in it?
2. Do you think arranged marriages have a right to exist in a modern society? What are their pros and cons?
3. Would like to try speed dating? What kind of people do you think attend speed dating? How would you interact if you participated in it? What questions would you ask?

7. Now it is your time for speed dating! You can either remain yourself or think of your new personality! Girls remain seated, boys rotate. Do not forget to fill out your scorecards. Successful matches will be announced!

Lesson 5. WHAT DO YOU HAVE LEFT WHEN YOU’VE LOST EVERYTHING?

Communicative area: describing one’s character
Active vocabulary: open(narrow)-minded, flexible, spontaneous, naive, defenseless, pragmatic, sensitive, selective, discreet, prudent, persistent, receptive, curious, decisive, charismatic, fulfilled

1. a) Find out what quotation is hidden in the word jumble.

b) Do you agree with the quotation? What are your arguments for and against?
c) What is more important for you in your future spouse: character or attractive appearance? Why?

2. a) Go through the list of traits of character. Tick the ones that you know:

open-minded <-> narrow-minded; flexible; spontaneous; optimistic; naive; defenceless; materialistic; pragmatic; independent; sensitive -> oversensitive -> hypersensitive; selective; calm; discreet; prudent; organized -> well-organized; balanced -> well-balanced; persistent; independent; receptive; curious; idealistic; decisive; charismatic; confident; fulfilled

b) Compare your list with your partner’s. Explain to your partner the words that she/he doesn’t know.

c) Do the same in small groups.

d) Check the rest of the words with your teacher.

3. Which qualities would you like your life partner to possess? Which of the qualities above (both positive and negative) do you possess?

4. a) Do you think there is any connection between appearance and character? Give some grounds for your opinion.

b) Complete a small quiz about your partner’s appearance.

1. Her / his face is ...
   a) round with full cheeks; b) angular with slim cheeks; c) oval and balanced.

2. Her / his forehead is
   a) high; b) average-sized; c) narrow.

3. Her / his eyes are ...
   a) big; b) small.

4. His / her nose is ...
   a) small and short; b) long, quite slim; c) Roman.

5. His / her lips are ...
   a) thick and full; b) thin and defined.

5. Read only the information about your partner’s appearance. Make some notes if needed.
Face

1. Round and child-like with full cheeks?
Your qualities: You’re open and flexible. You’re a kind, warm, spontaneous, optimistic person who can sometimes be a bit naive and defenseless. You always look on the bright side of things in love and life, and you seek agreement rather than conflict.
Your weaknesses: You express yourself very freely, which means you can live to regret what you say.

2. Angular with slim cheeks?
Your qualities: You’re independent, oversensitive and selective. You have strong analytical skills and you prefer to observe and listen before you act. In all areas of life, but particularly in your relationships, you seek deep, intense feelings.
Your weaknesses: At first sight, you can seem cold and distant, but you warm to people as they get to know you better. You see life as complicated, dangerous and tough.

3. Oval and balanced?
Your qualities: You’re calm and resolve conflict with diplomacy, and while you can be discreet when you need to be, you’re very open with the people you care about.
Your weaknesses: You’re very reserved and you tend to hide your sensitivity, feelings and emotions.

Forehead

1. High?
Intellect: You’re extremely skilled at digesting information. You like to learn and you’re capable of studying subjects like math, physics or philosophy. Your intelligence needs a channel for expression.
Your temperament: You’re very prudent. You hate risks and all that goes with them. You seek security, order and “normality”. You take things slowly but surely and always plan in advance.
2. Average sized?

**Intellect:** You have a good level of intelligence and you’re good at seeing both sides of a situation. You like clear ideas and image-driven concepts. You’re a very organized person and highly suited to teaching.

**Your temperament:** Your intellect is a key part of your personality but feeling and intuition are also very important to you. You are a hard-working, balanced person who is capable of unlocking the most difficult of situations.

3. Narrow?

**Intellect:** You use your heart rather than your head to approach life. You’re very independent and don’t like to waste your time examining and decoding things.

**Your character:** You act first and think afterwards! You like to learn the hard way: from your mistakes. You get your ideas and principles from experience.

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**Eyes**

1. Big?

**Your strengths:** Big eyes mean you’re very receptive, especially if they’re light-coloured. You’re very open-minded, with endless curiosity. You hate boredom. Your vivid imagination will help you in a creative career.

**Your weaknesses:** You are hypersensitive, and you react very strongly to certain situations.

2. Small?

**Your strengths:** Small eyes mean small receptors. You have a selective mind. You’re well-organized and you like to address problems then and there before moving onto something else. When something really interests you, you give it your heart and soul.

**Your weaknesses:** You’re sometimes a bit clumsy and narrow-minded. Try and be more open to things that don’t necessarily interest you – they may turn out to be useful one day!
Nose

1. Small and short?

Your strengths: You’re idealistic, extremely kind and highly sensitive. Your emotional sensitivity and child-like sweetness attracts people to you.
Your weaknesses: Because you’re often on the defensive, you’re not easy to get to know well. You have a dislike of anything that’s different, and in times of trouble you close in on yourself.

2. Long, quite slim?

Your strengths: You’re an active, decisive kind of person. You’re interested in things that move and change such as sport, travel and culture. You’re dynamic, and you need movement, freedom, space and things to occupy you.
Your weaknesses: You tend to function like a teenager: you try everything and chase ‘unreachable’ ideals, which is why you’re always dissatisfied. You like making decisions and taking initiative.

3. Roman?

Your strengths: There are no half measures with you: either you love something or you hate it. You need to believe in and invest your energy in the things that matter to you. You are charismatic and enthusiastic.
Your weaknesses: You judge on appearances too much, and they can be deceiving!

Lips

1. Thin and defined?

Sensuality: You’re selective and you go for quality over quantity! Some senses are much more important to you than others, and you tend to not to care about the rest.
You like: Sophistication and beautiful words. You like things to be done properly. When you’re into something you need to know everything there is to know about it!
2. **Thick and full?**

**Sensuality:** Open and fulfilled. You love pleasures. You are full of confidence and this makes you attractive to the opposite sex.

**You like:** You use your experiences, try new things and share them with others. Giving and receiving is important to you.

6. **Work with your partner.** Share the information you found out about each other. Do you agree with it? Do you think the information about the connection between appearance and character is useful? Would you use this information when choosing your future spouse? In what other ways can you use it? Report to the class.

**Lesson 6. THE BIG DAY**

**Communicative area:** describing a wedding

**Active vocabulary:** bride, groom, newlyweds, maid of honour, best man, bridesmaids, groomsmen, marriage officiant, flower girls

1. Read the five quotations. Which of them do you like most? Why? Compare your choices in pairs.

1. **A wedding is a funeral where you smell your own flowers.** Eddie Cantor
2. **Marriage is an alliance (= union) entered into by a man who can’t sleep with the window shut, and a woman who can’t sleep with the window open.** George Bernard Shaw
3. **One advantage of marriage is that when you fall out of love with each other, it keeps you together until maybe you fall in love again.** Judith Viorst
4. **A good marriage would be between a blind wife and a deaf husband.** Michel Eyquem de Montaigne
5. **You don’t marry someone you can live with, you marry the person who you cannot live without.** Author unknown
2. a) Identify the following wedding participants in the picture.

- *a bride + a bridegroom (groom) = newlyweds*
- *a maid of honour and a best man = bridesmaids + groomsmen*
- *a marriage officiant = flower girls*

b) Provide Belarusian / Russian equivalents to them.

c) In small groups make up a list of things that you consider attributes of a wedding. Which group has the longest list?

*E.g. rings, limo (= limousine), veil, etc.*

3. Work in small groups. You are news reporters. The pictures are the pieces of news that you will have to talk about. Try to make it sound as real as possible.

   Welcome to ... bridal news. Now it’s time for...
   First...

4. a) Listen to the four people speaking about weddings in their countries. Which picture is each speaker talking about? What country is he/she from?

b) Make sure you understand the following words:

- to negotiate
- an offering
- a rosary
- a weed

c) Listen again. Copy the grid into your notebook and complete it.

<table>
<thead>
<tr>
<th>Country</th>
<th>When?</th>
<th>Clothing</th>
<th>Activities</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>2</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

*Правообладатель Вышэйшая школа*
5. Work in pairs. Prepare a report of the same kind about weddings in Belarus. Present your report to the class mates. Whose report is the best? Why?

Lesson 7. A FOREVER FAMILY

Communicative area: talking about adoption
Active vocabulary: consideration, infertility, requirement, background, an issue, a benefit, permanent, paperwork, a fee, expenses, substantial, to exclude, an orphanage

1. Do you agree that there exists a “forever family”? What kind of family should it be?

2. a) Look at the title of the song. Who/what do you think the song is about?
   b) Fill in the gaps in the first verse and the chorus with the words from the box.

   ocean  tears (2)  brand-new (2)  dreams  praying  choice (2)

c) ☰ Listen and check.

   **Everything To Me** by Mark Schultz

   I must have felt your ...
   When they took me from your arms
   I’m sure I must have heard you say goodbye
   Young and so afraid had you made a big mistake
   Could an ... even hold the ... you cried
   But you had ... for me
   You wanted the best for me
   And you made the only ... you could that night

   (Chorus)
   You gave life to me
   A ... world to see
   Like playing baseball in the yard with dad at night
   Mom reading Goodnight Moon
And ... in my room
So if you worry if your ... was right
You gave me up but you gave everything to me

d) Discuss the following questions.

1. Did the author of the song have a happy childhood? Who gave everything to him? Who is everything in his life? 2. Do you know any families with adopted kids? 3. Have you ever considered a possibility of adopting a child some day?

3. Look at the titles of the two texts and answer the questions in pairs.
   a) Which text do the following words relate to?
   - infertility (= inability to give birth to a child)
   - risk of a disease
   - finances
   - saving a child
   - background (= person’s education, experience, social circumstances)
   - dream come true
   - wait time for adoption

   b) Read the texts. Fill in the gaps with the words above.

   **Why Should I Adopt a Child?**

   There are many reasons why you should adopt a child. Though the most basic reason for doing so is to create or build a family, the exact reasons that motivate adoption vary among different people.

   (1) ...

   Many people find that adoption is a good option when faced with infertility (the inability to bear children). One or both partners could be infertile. For women, the most common reason for infertility is age. For them it is nearly impossible to give birth by the time they turn 45 years old. Age is becoming more of an issue in modern times because of the number of women who decide to put having children off until they have established themselves in their careers.
(2)...
Some couples desire children but have serious genetic or medical problems that could make natural pregnancy very difficult, which makes adoption a good alternative. Also, if a potential birth mother has certain health problems that could easily prevent her from having a successful pregnancy, adoption is a good idea.

(3)...
The idea of rescuing a child who would otherwise grow up without the benefits of having a supportive and loving family is also a good reason to adopt. Religious, ethical and even emotional feelings together with the desire to make the world a better place are good reasons to adopt children, particularly from developing countries or those born to single teenage mothers.

What Are the Pros & Cons of Adoption?
Adoption of a child is a complex process, full of emotional and financial considerations. Many families have become complete through adoption.

(4)...
The cost of adoption is often one of the first negatives people see when considering adoption. In the USA, it can range from $20,000 to $60,000 dollars.

(5)...
Depending on the age, race and type of adoption you are hoping to have, there can be a substantial wait to bring your child home into your family. It may take from months to years. However, the wait time does allow time to fully prepare for the child.

(6)...
There are a number of requirements you must meet to be able to adopt. For some people, this will exclude them from the process. You must pass a strict background and fingerprint check, as well as a home study – which includes an interview with a social worker – and a home check.

(7)...
The greatest benefit of adoption is bringing a child into your home. For some, this may be the baby they have dreamed of having, while for others, they may be providing a home to
a child who would otherwise be without one. There is often a great joy in knowing your child will no longer be living in an orphanage, but will now be home with loving parents.

4. Can you guess the meaning of the words from the context? Choose the correct alternative.

an issue – an important problem or topic for discussion / a fashionable trend;

a benefit – help / an advantage;

substantial – of big importance, size, etc. / small, short.

to exclude – to benefit, to get an advantage from smth / remove from consideration;

an orphanage – a city district inhabited by very poor people / a place for living and education of kids who don’t have parents.

5. Discuss the following questions in small groups.

1. Do you agree that it is possible to love your blood child and your adopted child evenly? 2. If you were to adopt a child, would race, age or gender matter to you? 3. What qualities should adoptive parents possess? 4. Do you think that single-parent families / homosexual couples / elderly couples should have a right to adopt a child?

Lesson 8. “AGE IS AN ISSUE OF MIND OVER MATTER. IF YOU DON’T MIND IT DOESN’T MATTER”

Communicative area: talking about the elderly, discussing the attitude of the society to the elderly
Active vocabulary: seniors, senior citizens, the elderly

1. a) Read the title of the lesson. It is a quotation from Mark Twain. In pairs, explain the meaning.

b) Discuss the following questions in small groups.

1. Who is the oldest person in your family? How old are they? How often do you see / visit them?
2. What is the retirement age in Belarus? Do you think seniors should continue working after the retirement age? Give some for and against arguments.

*Be politically correct!*

Old people -> seniors (Am.) > senior citizens (Br. and Am.)
-> the elderly

2. Have you ever heard about Estelle Strongin? Read about her below.

Estelle Strongin, born on May 30, 1911, became a stockbroker\(^1\) in middle age and at the time that this interview was conducted (November 2005), she was 94 and still working every day. She was the widowed mother of two children, a daughter and son, who lived near her in Manhattan, and the grandmother of three. Three months after this interview, Estelle Strongin died of heart failure at home.

3. a) You are given the questions that Estelle Strongin was asked in the first part of the interview. Together with your partner try to predict what answers the 94-year-old woman gave.


b) Listen and tick the questions to which you gave the same answers. How many same answers did you give?

c) Listen again. Be ready to provide answers to all of the questions.

\(^1\) a stockbroker – an agent in the buying and selling of stocks or other securities.
4. a) You can find Estelle’s answers to the second part of the interview below. Together with your partner decide what questions the interviewer asked the lady.

1. ...
   I suppose I spend a lot of time alone, but I don’t feel isolated. I have a lot of interests. I have a lot of good support from my family and friends.

2. ...
   Yes, yes. That teaches you to get over your fear of death, because it goes together with life, just like ham and eggs. And it’s hard. There are empty holes that can’t be filled. But it’s all a normal part of living. I have lost a lot of people physically but they are all still part of my life, all part of who I am.

3. ...
   I can’t put a chronological age on it. I feel old. Well, we all have the inner child, but the body lets us down, and the inner child walks around in this old carcass. But life is still fun and interesting.

4. ...
   You can’t help but get wiser. You watch so many people, so many events, so many relationships, the good ones, the bad ones – if you can’t learn, my God! You have to be wiser. I don’t know many old people who aren’t pretty wise.

5. ...
   I wouldn’t do that to them. Actually, my daughter has asked me to do that, and I said, “I like my son-in-law too much to do that to him.”

6. ...
   I happen to have been married to an extraordinary man. He just had everything: tall, handsome, looked like a Greek god, brilliant, witty. It would be hard. I wasn’t so young when it happened – 15 years ago. I was close to 80. If I were young, probably I would have.

7. ...
   At some point I may not be able to do that. But as long as I can open an eye and see someone I love, I want it.
b) Listen to the second part of the interview. How many questions did you get right?

5. Discuss the following questions in small groups.

1. What kind of person was Estelle Strongin? Do you admire her? 2. Did the interview in some way influence your attitude to elderly people? What message (“Words of wisdom”) did you get from the interview? 3. Where do you think this interview was published / broadcast? For whom this interview can be interesting? Whom would you recommend to read it? 4. If you were the interviewer, what questions would you ask?

6. What is the attitude of the society to the elderly in your country? What are the main problems that seniors are facing? What do the authorities do to support them?

Project: My Family Tree

Project Preparation

Prepare your family tree. Think of the layout – photos, pictures, colours, arrows, etc. Try to make use of as many new words you learned in this unit as possible. Practise describing your family tree. Mind your sounds and intonation. Check if you pronounce all the words correctly.

Project Presentation

• Before the presentation, introduce the words your classmates might not be familiar with, if necessary. During the presentation, point at the pictures and photos, etc. After the presentation, welcome your classmates’ questions.
• Give each paper four marks: one – for the content, one – for the language, one – for the layout, one – for creativity.
• Leave all your marks with the teacher. Let them calculate who has got the highest points.
• After that you can hang your family trees around the classroom.
Lesson 1. FRIENDSHIP IS...

Communicative area: sharing opinion on friendship
Active vocabulary: to be there for someone, to put through, to be around, to let someone down, to help out, to worry about, to count on

1. a) Match the two parts of quotations about friendship.

a) A friend is someone who can see the truth and...
1) your enemies won’t believe it. Belgicia Howell
b) Never explain yourself. Your friends don’t need it and...
2) can sing it back to you when you have forgotten the words. Unknown
c) A friend is someone who knows the song in your heart and...
3) I’d be at the bottom to catch them. Unknown
d) Friendship isn’t about whom you have known the longest. It’s about who came, and...
4) pain in you even when you are fooling everyone else. Unknown
e) If all my friends were to jump off a bridge, I wouldn’t jump with them, ...
5) never left your side... Unknown

b) Share your opinion on the quotations with your partner. Which of the phrases describes friends best?

c) Come up with your personal statement about friendship and share it in class.

2. a) Name the songs you know about friendship both in English and in your own language.

b) Read the lyrics of the song (p. 30). Insert the following prepositions: for, through, around, down, out, about, on.

c) Match the words in the box with their synonyms in bold in the lyrics.
You might need to change the form of the words in the box.

thick and thin, to cover one’s back, to keep cool, troublesome, to stick together

Best Friend   by S CLUB 7

C’mon, c’mon, best friend
We all need a best friend, a best friend
I remember when we were young
Playing pool after school, taking it easy
People say we were the difficult two
I know the girls like me and you
I can never forget the times you’ve supported me
You helped me(1) … and cut me slack
There was nothin’ you’d never do
It’s all about me and you
You’re my brother, you’re my sister
We’ll always be connected
No matter what, no matter what
Best friend, never gonna let you (2) …
Best friend, always gonna be(3) …
You know, whatever life puts you(4) …
I’ll be there (5) … you
We all need a best friend, to understand
A best friend, to take your hand
You know, whatever life puts you through
I’ll be there for you
You remember the days when we would
Kick back, lay back
We’d be chillin’ with the ladies
Those times were the greatest
So don’t worry (6) … a thing my friend
Cos you can count(7) … me, in good and bad times
Cos I’ll be there right till the end, till the end

d) Listen to the song and check your guesses.
e) Match the phrases with their synonyms.

- to be there FOR someone to go back on promises
- to put THROUGH to be near
- to be AROUND to make someone do or experience something difficult or unpleasant
- to let someone DOWN to help somebody
- to help someone OUT to be reliable
- to worry ABOUT something to rely on someone
- to count ON someone to be anxious

3. Sing the song together with your group mates.

4. Fill in the missing words and ask your partner these questions.

   1. Who is ... for you when you are sad? 2. Who can you ... on when you have some problems? 3. What troubles can life put our friendship ...? 4. Have you ever let your friend ...? 5. Who of your classmates can help you ... with math?

5. Write a paragraph on what friendship is for you using the words from the lesson.

   E.g. To me, friendship is something very important. Your friend never lets you down. He or she is always there for you to hold your hands in troublesome times.

Lesson 2. THE INGREDIENTS FOR FRIENDSHIP

Communicative area: talking about the essential components of friendship
Active vocabulary: to blend, to stir, to sprinkle, conversation, trust, acceptance, affection, failure, arrogance, sincerity
Active grammar: use of articles

1. Do you like cooking? What are your favourite recipes? Do you think that anything in life can be made with a recipe?
2.  
a) Read the example of a recipe for friendship.

Blend conversation, laughter, and fun together.
Add trust and acceptance and mix well.
Stirring gently, soften with teardrops and sweeten with understanding.
Sprinkle generously with favourite memories, decorate with hugs and smiles, and enjoy!

b) Match the pictures with the words in the box.

<table>
<thead>
<tr>
<th>to blend</th>
<th>to stir</th>
<th>to sprinkle</th>
<th>conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>trust</td>
<td>acceptance</td>
</tr>
</tbody>
</table>

c) Do you think it is a good recipe? What would you add to it? What would you take away?
3. a) Check the meaning of the following words in the glossary. Are they concrete or abstract nouns?

Failure – a lack of success in achieving or doing something
Affection – a feeling of liking or love and caring
Sincerity – when someone is sincere and really means what they are saying
Arrogance – when someone behaves in a rude way because they think they are very important

b) ☒ Listen to Jack sharing his recipe for friendship. Put the lines in order of their appearance. Explain the use of articles.

a) 1 and a half tablespoon each of CARE and AFFECTION.
b) 2 table spoons of TRUST.
c) There you go!!
d) Take all the ingredients and pour the ingredient selflessness into it.
e) Let me see if you like it or not...
f) The most important ingredient without which the recipe is a failure.
g) 1 table spoon each of SINCERITY and UNDERSTANDING both of which are very very important for the dish to be successful.

c) Which of the recipes do you like best and why?

d) Ask your partner if he/she agrees or disagrees with the following opinions:

– the most important ingredient in friendship is trust,
– without sincerity there cannot be a good friendship,
– arrogance is not a good quality in a friend,
– we don’t need to be selfless to be a good friend for others.

4. a) Work in pairs. Create your recipe for friendship. Use the words form the lesson.

b) Present your recipes to the class.

5. Do you think you can make your friendships better after this lesson?

6. Write your personal recipe for friendship. Draw pictures for it.
Lesson 3. HOW TO BE A GOOD FRIEND

Communicative area: sharing tips on how to be a good friend
Active vocabulary: trustworthy, to put down, to respect

1. How to be a good friend? What are the ways friends should treat each other?

2. a) Make a list of what a good friend should and should not do.
b) Fill in the words from the box into the list made by some students of an American school.

| trustworthy | listen | disagree |
| respect     | give   | care about |
| change      | put down | understand |
| help        |        |           |

1. Good friends ... to each other. 2. Good friends don’t ... each other ... or hurt each other’s feelings. 3. Good friends try to ... each other’s feelings and moods. 4. Good friends ... each other solve problems. 5. Good friends ... each other compliments. 6. Good friends can ... without hurting each other. 7. Good friends ... each other. 8. Good friends are ... . 9. Good friends give each other room to ... . 10. Good friends ... ... each other.

c) ☐ Listen and check.
d) Compare your ideas with the ideas of the students from the USA. Are they different or similar? In what way?
e) Choose a card (p. 346). Use the questions on your card to interview as many classmates as you can. Don’t make notes. Enjoy the conversation. Give detailed answers.

3. Write down your FRIEND CODE using the words from the lesson. The student who has more interesting ideas wins!

4. Look for examples of friendly relationships in magazines or draw pictures of them. Use the pictures to create a classroom collage. Contribute slogans or mottos about friendships.
Lesson 4. QUALITIES OF YOUR BEST FRIEND

Communicative area: talking about best friends
Active vocabulary: acquaintance, fun, unique, honest, loyal, easy-going, positive, reliable, smart, sincere

1. Discuss the following questions in pairs.

1. What is the difference between a friend and an acquaintance? 2. What qualities do you look for in a friend? 3. What is a “best friend”? Is it possible to have more than one best friend? 4. What makes you a good friend?

2. a) Match the words from box A with their synonyms from box B. What are their equivalents in your language?

<table>
<thead>
<tr>
<th>A</th>
<th>fun  unique honest loyal easy-going positive reliable smart sincere</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>lively frank flexible truthful clever faceful hopeful and confident one and only trustworthy</td>
</tr>
</tbody>
</table>

b) What qualities are 1) very important, 2) somewhat important, 3) not important for you in your best friend?

c) Share your opinion with your partner.

3. a) Here are some sentences from the story you are going to listen to. Paula is talking about her best friend. Fill in the blanks with the words from the box.

footprints personality stay sincere smart qualities easy-going loyal come

1. Some people ... into our lives and quickly go. Some ... for a while and leave ... on our hearts. 2. An ideal friend possesses all the ... of head and heart. 3. She has a ... and manners that never fail to make an impression on others. 4. Straightforward and ..., she never feels shy in a new company. 5. Sandra is ...
and trustworthy, thoughtful and ... . 6. All the students of our class admire her for being ... and reliable.

b) Listen to Paula speaking about her best friend. Check the answers.

c) In pairs agree or disagree with the following statements. Explain your opinion.

1. Shy people can’t be good friends. 2. Sincere friends can become too honest and be very unreliable. 3. A thoughtful friend likes to surprise you. 4. Loyalty is the most important quality in a friend. 5. Positive friends encourage you at difficult times. 6. Some acquaintances can easily become friends if they are easy-going and nice. 7. The best friend is a unique and special person for everyone. 8. One’s best friend should be smart.

d) Tell your partner about your best friend. Use Paula’s story as an example.

Lesson 5. FAMOUS FRIENDSHIP

Communicative area: best friends stories in history
Active vocabulary: to accomplish, to promote, emancipation, everlasting

1. Do you recognize the people in the pictures? What are they famous for? In what spheres of life have they been active: literature, politics, music?
2. a) Put the following paragraphs in the correct order.

Famous Best Friends

By Lisa Bower

A. Another famous friendship existed between the writers C.S. Lewis and J.R.R. Tolkien. Each writer is famous for the worlds they created: Lewis’s Narnia and Tolkien’s Middle Earth.

B. Gertrude Stein and Ernest Hemingway became friends thanks to Stein’s salons in France.

C. Throughout history, there have been many famous best friends. In fact, many believe that without friendship, many of the world’s most important people may not have accomplished what they did, as everyone needs a circle of people to not only help them in the darkest of times, but also to inspire and motivate them.

D. Here, the two worked talking about everything from writing to art to friendship and love. Many considered the older Stein to have a mother-like relationship with Hemingway.

E. Abraham Lincoln’s friendship with Joshua Speed is said to have influenced his politics. Lincoln discussed everything from love to possible emancipation with Speed. Many consider Speed to have been one of the few people with whom Lincoln could talk freely.

F. The following are just a few of the famous best friends history has seen throughout the years.

G. The two organized the first women’s state temperance society and travelled the United States to give speeches and working to promote equal rights between men and women.

H. Thus, this friendship had as much meaning to the two women as it did for one of the most important pieces of history.

I. Many cite the friendship as one of the key influences in each person’s literary development.
J. Without the friendship of Susan B. Anthony and Elizabeth Cady Stanton, the women’s rights movement may not have had the same force.

K. The two became the best of friends because of not only their belief in the power of myth and writing but also because of shared religious beliefs.

L. The two wrote many letters to one another and established a friendship as famous as their literature.

M. His loyalty to Speed is present in one of the quotes from a letter he wrote to the man: “You know my desire to befriend you is everlasting – that I will never cease....”

b) Listen to the story written by Lisa Bower. Check your order.

c) Read the text again and match the words in bold with their definitions:

   a) to succeed in doing something, especially after trying very hard;
   b) to mention something as an example, especially one that supports, proves, or explains an idea or situation;
   c) continuing for ever, even after someone has died;
   d) to help something to develop or increase;
   e) sensible control of the things you say and do;
   f) to give someone the political or legal rights that they did not have before.

3. Discuss in pairs.

   1. How do you think the world has changed because of these friendships? 2. Do you believe that the changes would not have happened if these people had not met each other? 3. How did they help each other to accomplish something great? 4. Are there other examples of such friendship in history?

4. a) Does your best friend inspire and motivate you?

   b) Read a short piece on how C.S. Lewis and J.R.R. Tolkien were different but still were best friends and inspiration for each other.

In many ways, the two men were opposites. Tolkien was slight, short where Lewis was tall and heavyset. They both shared a love for mythology, fantasy and legend.
Interestingly, Lewis was an atheist before he met Tolkien. After an Oxford lecture, Tolkien swayed Lewis back into Christianity. Lewis went on to write the *Narnia* series, which has deep roots in Christian beliefs.

In turn, Lewis encouraged Tolkien to finish the *Lord of the Rings*. **No small feat**, considering the magnitude of the books.

c) Choose the meaning of the expression in bold:

- a) only big legs; b) not a small achievement; c) a little deed.

d) Find the differences between C.S Lewis and J.R.R. Tolkien in the text. What did they have in common?

<table>
<thead>
<tr>
<th>C.S. Lewis</th>
<th>J.R.R. Tolkien</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In common</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
</tr>
</tbody>
</table>

e) Fill in the same categories for you and your best friend.

f) Share your ideas with your partner. How does being different make your friendship more fun? How does having things in common make your friendship stronger?

5. a) Write a short essay based on a true famous friendship story.

b) Imagine many years have passed. Write a short essay on how you and your friend have inspired each other, and how you and your friend have been able to impact the world.

**Lesson 6. ARE WE FRIENDS ON FACEBOOK?**

**Communicative area:** speaking about social networks

**Active vocabulary:** to be plugged into, to be out of the loop, genuine, to blur, anonymity, to flourish, consequence, to keep someone posted
1. Do you recognize what is in the pictures? What is a social network? Why is the phenomenon of social networks so popular nowadays?

2. Work in pairs. Ask and answer the following questions.

1. Do you have accounts on any social networks? 2. Which one do you like most? 3. How many friends do you have on Facebook or on Vkontakte? 4. Where are they from? 5. How often do you talk to those friends? 6. Do you follow anyone on Twitter? 7. Do you believe that Internet friendship can be strong? 8. Have you made any good friends on the Internet?

3. a) Read the glossary definitions. Put them into groups according to parts of speech:

- to be plugged into – to be connected to;
- to be out of the loop – not to be part of a group that is kept up-to-date with information about something;
- genuine – something real;
- to blur – to become difficult to see or to make something difficult to see, because the edges are not clear;
- anonymity – when other people do not know who you are or what your name is;
- to flourish – to develop well and be successful;
- consequence – something that happens as a result of a particular action or set of conditions;
- to keep someone posted – to keep someone informed about things that are happening.

b) Listen to the people answering four different questions.

c) Match the questions with the answers of the speakers.

Speaker 1 | A) You can pretend to be a better person or you can easily become older, even change your sex. Online you can always be someone else, can’t you?
d) Do you agree or disagree with the opinion of the speakers?

e) Work in groups of three. Use the questions from the conversation to interview your partners. Report to the class.

4. Fill in the words and expressions from ex. 3a into the gaps.

1. Andrew is the most ... person I’ve ever met. 2. He had to go but he asked Sarah to ... on what would be going on. 3. The line between friendship and love ..., they no longer knew who they were for each other. 4. Many believe that poverty is a direct ... of overpopulation. 5. I want to be ... all the current events. 6. She felt somewhat ... when she came back to school after being away for three weeks. 7. Every step will be taken to preserve your ... .

5. a) Divide into two groups. One group agrees with the statement *Cyber friends can be trustworthy and reliable friends.* The other one does not.

b) Work in groups. Brainstorm some arguments to support your group’s opinion.

c) Present the arguments to the class. The group with more arguments wins.

Lesson 7. FRIENDS WITH TAILS, WHISKERS, AND FLIPPERS

Communicative area: talking about pets as friends
Active vocabulary: protective, shelter, to bug, to be secluded, buster, unconditional
Active grammar: absolute possessive pronouns
1. a) Read an extract from a letter where Sam writes about his best friend. Guess who he is.

Toby is a friend of mine. He is really cute. He is not too big, but not too small either. His tail is always wiggling when he sees people. He barks at people who look angry, but he never bites. I think that is the rule of his. Toby has a girlfriend. She lives down the street. Hers is the pink house. Her owner is a classmate of mine. We all are very friendly.

b) Guess the meaning of the pronouns underlined.

c) What is the difference between my and mine? Copy and complete the table of all personal, possessive and absolute possessive pronouns.

<table>
<thead>
<tr>
<th>I</th>
<th>you</th>
<th>she</th>
<th>it</th>
<th>we</th>
<th>...</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>...</td>
<td>her</td>
<td>his</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>mine</td>
<td>yours</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>theirs</td>
</tr>
</tbody>
</table>

A friend of mine = one of my friends

d) Work in pairs. Make up sentences with the pronouns from the table.

e) Read your sentences in class. Check them with your teacher.

2. a) Work in pairs. Answer the questions.

1. Do you agree or disagree with the sayings “A dog is a man’s best friend” and “Animals are such wonderful creatures, as they ask no questions”? Why? Why not? 2. Have you ever had a pet? 3. Look at the pictures and decide what pet is best to have at home. 4. What other pets can people have? 5. What pet is the most reliable and loyal friend?
b) Share what you have found out about your partner with the class.

3. a) Read the article from a PetFriend Magazine. What is the main massage of the article?

A. It has been rightly said, “Animals are such wonderful creatures, as they ask no questions”. Humans and animals have been known to have a special bond with each other since times immemorial. It is not without reason that somebody has said that “A dog is a man’s best friend”.

B. The relation that we share with animals is a very warm and protective one. We give them food and shelter and they shower us with unconditional love. Having a pet is actually a stress buster and can keep you happy and occupied. There is absolutely no harm in being friends of animals.

C. Animal friendship is nothing but a strong feeling of love and affection that a person has towards animals. A person can have an animal for a friend due to various reasons. It could be a want for companionship, to beat stress, emotional strength or simply the love for a pet. Some others have a passionate behaviour that makes them want to spend most of their time with animals and become somewhat secluded from the society.

D. Children are often attracted to animals and usually bug their parents to get them a pet. Children as well as adults feel affection and love for animals.

E. Some people have strong ethics and feel strongly for the environment. They turn into vegetarians, conserve natural resources and respect animals as other life forms. This also shows that many people care for animals and are deeply connected to them. The bond between humans and animals will remain always special and wonderful!

b) In the text find the synonyms to the words in the box:

cover careful genuine protection separated bother

c) Choose the best title for each paragraph. One is extra.

1. Companionship between people and pets.
2. Environmentally friendly people.
3. This friendship has been special.
4. Giving and receiving.
5. “Mommy, can I have a puppy?”
6. Your pets are there for you.

d) Interview the people in your class.

1. Do you agree that people share warm and protective relation with animals? 2. Do you think that animals give us love because we give them shelter? Or is their love unconditional? 3. Has any pet been a stress and sorrow buster for you? 4. Are people who have many pets considered to be secluded from the society? 5. Have you ever bugged your parents for a cat or a dog?

e) Share what you have heard with your partner.

4. A PetFriend Magazine announced a writing competition. To win the prize you have to write an article about a pet of yours and describe the kind of relation you had/have. The main thing is to promote friendship between people and animals.

Lesson 8. CONSOLIDATION

Communicative area: discussing different ways of making friends; writing about the best friendship one has had

1. Let's see how many words you remember from the previous classes. Which words have the following letter combinations in them?

tru  asy  oya  iab  ere  ti  que  est

2. a) Fill in the missing prepositions.

To help someone ... To be there ... someone
To let someone ... To worry ... something
To be ... To count ... someone
To put ...
b) Make up a sentence with each phrase.

3. Work in pairs. Play “Guess the word” game. One student thinks of a word from the unit and explains it in English to the other student who has to guess the word.

Now use the words from the unit playing the games!

4. a) Divide into groups of four or three. Each group choose one group member to play the role of a new kid in class. The new kid tries to gain acceptance into the group.

b) After the role-play, discuss with the class how it felt to be the new kid and how it felt to be part of the “in-group”. Discuss some of the different ways of “breaking in” to a new group.

5. When you see someone you’d like to become friends with, what are some good ways to initiate things? Brainstorm ideas. Make a list in pairs, share with the class.

6. Share with the class what new things you have learnt about friendship in the unit.

7. Write about the best friendship you’ve ever had. What made (or makes) it so special? Describe your friend. What are the qualities that you appreciate most about this person?

Project: Friendship Day

July 30 is International Friendship Day, time to recognize your friends and their contribution to your life. Friendship helps to bring peace and positivity to the globe – a great reason to celebrate! Friendship Day occurs only once a year – so make the most of it! :) Friends come in many shapes, sizes and guises: school friends, work colleagues, siblings, partners, parents, pets and neighbours. Pull out all the stops and let your friends know they are truly appreciated!

International Friendship Day was traditionally celebrated on the first Sunday of August each year. However, in 2011 the United Nations declared July 30 to be the new International Day of Friendship. The Friendship Page strongly supports this great United Nations initiative honouring friendship and peace. So let’s celebrate!
You are to celebrate the day of friendship in your class!!!

**Project Preparation**

Plan the party where you can have fun and at the same time show all your group mates how much you appreciate them. Share the responsibilities of the party.

- One group of students should prepare the introduction and description of the holiday.
- The second group thinks of the decorations in the class, cards to be signed.
- The third group of students is responsible for the games to be played, and questions to be discussed.

**Project Presentation**

Have fun at the lesson and don’t forget that our school friends leave footprints in our hearts and can be our friends for life!
Unit 3. RELATIONSHIPS

Lesson 1. SYLVIA’S MOTHER SAYS...

Communicative area: reporting someone’s speech
Receptive grammar: reported speech with present and past reporting verbs

1. Talk in pairs. Ask your partner
   • what their favourite love songs are;
   • if their favourite love songs are merry or sad, optimistic or pessimistic.

Tell your partner about your favourite love songs.

2. a) Listen to the song. What is this song about? Is it merry or sad, optimistic or pessimistic? How many characters are there in the song?

b) Work in pairs. Fill in as many gaps as you can.

Sylvia’s mother says, “Sylvia’s busy, too busy to come to the … .”
Sylvia’s mother says, “Sylvia’s tryin’ to start a new life of her … .”
Sylvia’s mother says, “Sylvia’s happy now, why don’t you leave her … ?”

And the operator says, “Forty cents more for the next three minutes.”

Chorus: Please Missus Avery, I just gotta talk at her, I’ll only keep her a while.
Please Missus Avery, I just wanna tell her goodbye.

Sylvia’s mother says, “Sylvia’s packin’, she’s gonna be leavin’ … .”
Sylvia’s mother says, “Sylvia’s marryin’ a fellow down Galveston … .”

Sylvia’s mother says, “Please don’t say nothin’ to make her start cryin’ and … .”
And the operator says, “Forty cents more for the next three minutes.”
Chorus

Sylvia’s mother says, “Sylvia’s hurryin’, she’s catchin’ the nine o’clock … .”

Sylvia’s mother says, “Take your umbrella ’cause Sylvia, it’s startin’ to … .”

Sylvia’s mother says, “Thank you for callin’ and Sir, won’t you call back … .”

And the operator says, “Forty cents more for the next three minutes.”

Chorus

c) 🎧 Listen and check. How many characters are involved in the story?

d) The words and phrases in bold are irregular language usage cases. Change them to comply with rules.

3. Read the story behind the song. Why is this song autobiographical?

Shel Silverstein wrote the song lyrics in the 1970s as a parody of teen-heartbreak songs. The song was performed by Dr. Hook and became a hit.

The lyric tells the following story: a young man, heart-broken and near tears after learning that his ex-girlfriend (Sylvia Avery, with whom he had an earlier bad breakup) is leaving town, tries to telephone her to say one last good-bye, or at least try to get an explanation as to why their relationship failed and maybe try to continue it. However, Sylvia’s mother (Mrs. Avery) tells him that Sylvia is too busy to talk to him because she is packing and is going to be leaving. Moreover, she is engaged to be married, and is trying to start a new life in Galveston. She asks the man not to say anything to her because she might start crying and want to stay. She tells the man Sylvia is hurrying to catch a 9:00 train. In an aside, she then tells Sylvia to take an umbrella, because “Sylvia, it’s starting to rain”. She then returns to the conversation, thanks the man for calling, and asks him to call back again. The pathos
lies in Sylvia’s mother being aware of both conversations, but the lovers only “pass in the night”. Throughout the phone conversation, an operator cuts in to ask for more money (“40 cents more for the next three minutes”) to continue the call.

In 1972 Silverstein told Rolling Stone magazine that there was a real Sylvia – Sylvia Pandolfi. “I just changed the last name because it didn’t fit. It happened about eight years ago and was pretty much the way it was in the song. I called Sylvia and her mother said her daughter was too busy to talk to me. I said, “Why not?” Her mother said she was packing and she was leaving to get married, which was a big surprise to me. The guy was in Mexico and he was a bullfighter and a painter. Her mother finally let me talk to Sylvia, but she asked me not to tell her anything to make her start crying and stay. Her last words were, “Shel, don’t spoil it.”

Shel’s friend said that Sylvia was just a girl that he was interested in, and the mom didn’t like him. It was the time before cell phones, and you could be at a payphone and only have so many quarters in your pocket, and so many minutes to get through, and if somebody’s mom answered the phone, you were not getting through unless she loved you. So, the story was quite believable and the song was really autobiographical.

4. a) Compare the grammar of the highlighted sentences from the song lyrics and the story behind the song.

<table>
<thead>
<tr>
<th>Direct speech</th>
<th>Reported (Indirect) speech with a present reporting verb</th>
</tr>
</thead>
</table>
| 1. Sylvia’s mother *says*, “Sylvia’s busy, too busy to come to the phone.”
2. Sylvia’s mother *says*, “Sylvia’s packin’, she’s gonna be leavin’ today.”
3. Sylvia’s mother *says*, “Please don’t say nothin’ to make her start cryin’ and stay.” | 1. Sylvia’s mother *tells* him that Sylvia *is too busy* to talk to him.
2. Sylvia’s mother *tells* him that Sylvia *is packing and is going to be leaving.*
3. She *asks* the man *not to say anything* to her because she might start crying and want to stay. |
Reported (Indirect) speech with a past reporting verb

1. I called Sylvia and her mother said her daughter was too busy to talk to me.
2. Her mother said she was packing and she was leaving to get married.
3. She asked me not to tell Sylvia anything to make her start crying and stay.

b) In pairs, answer the grammar questions.

a) Does the grammar tense of sentences 1 and 2 change in the second row?
b) Does it change in the third row? Why?
c) What is reported in sentence 3: a statement, a question or a request? How does the grammar of sentence 3 change in the second and third rows? How do the reporting verbs (in italics) change? Why?

c) Read the comment to the song from a website. Why did Steve decide to leave this comment in the Internet?

Well, I am from Galveston, Texas and in the early 70’s when I was about 15, my Mom met a lady who had just moved to Galveston. Her daughter, who was about 18, was named Sylvia. I think they were Italian and Sylvia was absolutely beautiful. I asked my mother what the lady’s last name was but she didn’t know. So most of my life I was sure that the song was written about her ...

Steve, Galveston

d) Work in pairs. Answer the grammar questions below.

a) Is the highlighted sentence an example of direct or reported speech?
b) What is reported in this sentence: a statement, a question, a request?
c) What was the original question?
d) How does the grammar of the sentence change in reported speech?
e) What reporting verb is used? Why?

5. a) Do you think Sylvia really loved the man she was going to marry? What do you think happened to her later?

b) Sing the song along with Dr. Hook.
Lesson 2. LOVE, LOVE, LOVE

Communicative area: talking about love and family life; reporting someone’s speech
Active vocabulary: emotional, physical, mental, mystery, romance, confidence, to attract, to improve oneself
Receptive grammar: reporting verbs

1. a) Read through the reasons why we love to love. Which of them are true for you?

   John: First and foremost, it’s emotional exercise! Just as physical exercise fills you with energy, emotional exercise fills you with inspiration and mental energy.

   Steve: I promise, when you fall in love, your life will no longer be boring – you’ll have plenty to dream about.

   Sylvia: Short code conversations: you meet a boy or a girl, you fall in love, and suddenly you don’t have to explain anything anymore. One word or half a sentence and they know what you’re thinking.

   Judy: You’ll always have butterflies in your stomach. But it only means that something exciting is happening in your life.

   Jane: The fact that every love song seems to be about what you’re going through and every band is singing to you.

   Brenda: I hope you start to see beauty in anything and everything, just like me. Dark winter nights suddenly become full of mystery and romance.

   Bryce: I do think love is good for your confidence: you’re so cool, you’re somebody’s number one!

   Julie: Love makes you want to improve yourself. I know it from my own experience.

   Ben: Would you like to feel more respect for your parents? Just think back to the time when they were in love. They felt exactly like you.

   Jasmine: Do you want to take your mind off chocolate and computer games? Fall in love!

   Sam: Make plans for the future together. They might never come true, but dreaming is fun anyway!

   Sarah: You smile more, so more people are attracted to you.
b) Do you think ‘having butterflies in your stomach’ means that
   – you are feeling sick after eating too much of something or
     something not very fresh;
   – you are feeling nervous and excited, usually about some-
     thing you are about to do;
   – you are feeling sleepy or bored with doing something un-
     interesting?

c) Which of the words in bold mean
   a) to do with your mind;
   b) to do with your feelings;
   c) to do with your body;
   d) make oneself better;
   e) the quality of being certain of your abilities;
   f) something strange or unknown which has not yet been
     explained or understood;
   g) feeling of love and pleasure that you experience when
     you are with someone whom you love;
   h) drawn or pulled to someone by their qualities, especially
     positive ones;
   i) feeling they can achieve something difficult or special;
   j) a very positive feeling felt or shown for someone that you
     believe has good ideas or qualities?

2. a) Listen to people reporting the comments from ex. 1. Match
    the reports with what people said.

b) Look through the reporting verbs in the box. Check their
    meanings. Listen again. Which of the verbs are used more than
    once?

   confirm, declare, warn, explain, reassure, believe, inform,
   hope, add, say, promise, admit, claim, suggest, invite

3. a) Read the story of two people, Stella and Nick. It has three
    endings. Find out what happens to them in each scenario.
    Which relationship do you prefer?

   The beginning: Stella and Nick meet at a mutual friend’s
   party on 14th February. They fall in love and get married.
Relationship 1: Stella and Nick both have interesting and exciting jobs, which give them a lot of confidence. Their careers are more important to them than anything else, they constantly want to improve themselves in their jobs. Together, they decide not to have children, because children might ruin all the romance of their relationship. They earn a lot of money and spend it on travelling and buying exotic souvenirs. Their lifestyle attracts a lot of people. They throw expensive parties in their comfortable home. They live happily ever after.

Relationship 2: Nick is an engineer in a small company very close to their small house. The money he earns is just enough for them both. Stella doesn’t have a job: she spends all her time working about the house and cooking for Nick. They don’t care about expensive cars, clothes and gadgets. They don’t have any children, but it isn’t important for them. They love and respect each other. When Stella and Nick speak about each other, they get very emotional. Their life is still full of mystery and romance. As time goes by, they remain deeply in love. They live happily ever after.

Relationship 3: Stella and Nick want to have many children. Nick’s job doesn’t pay much money, but they don’t care. They have seven children – each of them unique – and their children give them a lot of inspiration. Stella and Nick are wonderful parents. They pay a lot of attention to their children’s mental and physical development. Nick was offered a better job but he refused – he wants to spend as much time as he can with his wife and children. They don’t have any extra money and they have very few things. But they are a friendly and happy family. They live happily ever after.

b) What things are important for the couple in each relationship? What things are unimportant?

4. a) What is important for you in an ideal relationship? Choose from the list. Add your own ideas, if necessary.

love, friendship, respect, mystery and romance, enough money, being rich, both partners having jobs, both partners having exciting jobs, being / having a housewife, a comfortable family life, a good family life, no children, one or two children, three or more children, having a big house, having a lot of friends, having a lot of parties, ...
b) Share and compare with your partner. Make notes of their answers.

c) Report what your partner thinks. Use a variety of reporting verbs. See the example below.

Ann: Love is very important for a person in a relationship. But a really good relationship is also based on friendship and respect...

Your summary: Ann says that love is very important for a person in a relationship but she adds that a really good relationship is also based on friendship and respect...

Lesson 3. THERE IS NO LOVE LIKE THE FIRST LOVE

Communicative area: discussing family problems and love matters
Active vocabulary: to accept, to treat, to encourage, to argue, to get all the credit, to split up, to date someone, to break someone’s heart, depressed, miserable, heartache, hurt, heartbroken, under stress
Receptive grammar: reported speech

1. a) In pairs, match the beginnings and endings of the proverbs on love and family.

Charity ...
The one who loves you will ...
Love makes time pass, ...
One who loves the vase ...
Love makes a man both ...
A life with love is happy; ...
Love and let the world know, ...
Every father should remember that one day his son ...
There is no love ...

a life for love is foolish. Chinese proverb
hate in silence. Egyptian proverb
loves also what is inside. African proverb
time makes love pass. French proverb
blind and deaf. Arabian proverb
also make you cry. *Argentinean proverb* begins at home. *English proverb* will follow his example instead of his advice. *Anonymous* like the first love. *Italian proverb*

b) ☞ Find the words in the proverbs which are logically stressed. Listen and check.

c) Practise pronouncing the proverbs with correct stress and intonation.

d) Which is your favourite proverb in the list?

2. a) ☞ Listen to teenagers calling EasyTalk phone-in programme to ask for advice. Match their problems with the short headings.

My brother is my problem. She won’t leave me alone.
I want to run away. I’m no supermodel.
He doesn’t understand me. I can’t get over the heartache.
I don’t love my boyfriend anymore.

b) Which of their problems are connected with love matters, which – with family matters? What are the teenagers’ problems?

c) Work in pairs. What would you advise the teenagers, if you worked for EasyTalk?

3. Read the glossary. Use the words from the glossary to complete the scripts of the teenagers’ phone calls. Change the forms of the words if necessary.

to argue – to show disagreement, especially strong disagreement, in talking or discussing;

to date someone – to be someone’s romantic partner;

to encourage – to strongly advise someone to do something or make someone believe they are able to do something;

to accept – to agree to take something as true;

to treat – to behave towards someone or deal with something in a particular way;

to break someone’s heart – to make someone very sad and disappointed;

to split up – to end a relationship;

to get all the credit – praise, approval or honour;
miserable – very unhappy;
depressed – feeling unhappy or without hope;
under stress – very nervous and worried;
heartbroken – very sad and disappointed;
heartache – feeling of great sadness;
hurt – suffering emotional pain.

1. Hi, my name’s Sarah and I’m sixteen. My father’s making my life so ...! I used to get on so well with him, but these days all we do is ... and yell at each other. He’s so strict and has these really old-fashioned views. He won’t let me ... boys, he won’t let me wear make-up, and he always says I should learn to behave and ... him with respect. I wish he’d just let me alone, but how can I make him understand this?

2. My name’s Rachel. I’m 15 years old and I’m really worried. A few months ago my boyfriend ... with me. We had only been going out for a month, but I had been madly in love with him for the past three years. There’s nothing I can do to take the ... away. I went to see my doctor because I was so ..., but he said there was nothing he could do to help. I feel ... so much ... . I haven’t told anyone how I feel and I desperately need some advice.

3. Hi, I’m Anon. This summer I had a holiday romance in France. It lasted for more than a month, and when I left I was totally ... . Since I’ve been back, my life just hasn’t felt the same. Although I know that the romance could never work out, I can’t get back to how I used to be with my boyfriend. We’ve been going out for a year and I care about him, but I don’t love him anymore. It would ... if I finished with him, and I can’t do that.

4. I’m Steven and I’m 17. I’m mad with my brother. I can never do anything right as far as my parents are concerned. They keep telling me how wonderful my brother is and that I should be more like him. Last week he won an award for boxing, but each time I ask my parents if I can join the club they say I’m not cut out for it. My brother is also good at football. So am I, but he ... . My parents go to all his matches but they make excuses not to come and watch me play. Last Saturday I scored a goal, but no one said well done. I really need to hear that right now, because I feel totally miserable. The real problem is that we are twins.
5. Hello, EasyTalk. The other day my boyfriend was flickering through one of my magazines when he came across a photo of Gisele Bundchen. He sat there looking at her, then turned round to me and said, “Why don’t you look like that?” I know he was only joking but I felt really ... at the time and now I’m worried that he thinks I’m not attractive enough. Do you think I should ask him if he still fancies me?

6. I’m a fifteen-year old boy with a big problem. You see, my mum and dad are always arguing. My dad has beaten up my mum twice and attacked me twice. I desperately want to run away but I’m afraid the police will bring me back, and then it will be worse. Do you think I could get into a foster home away from my parents?

7. Hi, I’m Josh from Essex. I’m 15 and I’m having a problem with a girl at school. She just won’t leave me alone. She has asked me out a zillion times and I’ve said no, but she keeps ringing me. She’s been like this for a year and now it’s getting worse. She doesn’t seem to be able ... that I just don’t like her. My friend says I should date her just once and then she’ll eventually leave me alone. But I think this will just ... her more. Please help.

4. a) Listen to the teenagers again. Check yourselves. Listen to the expert’s advice. Which of the recommendations do you like best?

b) Match the reported speech sentences from ex. 3 with the direct speech sentences below.

1. “You should learn to behave and treat me with respect.”
2. “Date her just once – and she’ll leave you alone.”
3. “There is nothing I can do to help.”
4. “Your brother is a wonderful boy. You should be more like him.”

What are the differences between the direct and reported speech sentences?

c) Which of the proverbs from ex. 1 could be used to illustrate the situations in the phone-in programme? Why do you think so?
Lesson 4. MY GUILTY SECRET

Communicative area: discussing family relationships; expressing opinion; reporting speech and thoughts
Active vocabulary: ashamed, annoyed, guilty, consequences, selfish
Receptive grammar: reported speech

1. Read the title of the lesson. Look through the pictures below. They tell a story. Can you guess what happened? Discuss the ideas with your partner.

– Let’s go to the seaside.
– Brilliant idea!

– It will be £15 return.

– Can you help me with my evening cleaning job?

– They probably won’t miss it.

– Get me a feather duster from the cupboard, darling.

– You have stolen the money.
– You’re lucky we aren’t going to prosecute you.

– Will you, please, come and see us?
2. a) Read Lucy’s story. Check your predictions.

During the summer holidays my mates and I were really fed up with just hanging around town or going to each other’s houses. So when Sally suggested going to the seaside for the day, we thought it was a brilliant idea. After all, what could be better than getting a tan? As the nearest beach was 50 miles away, we decided to take a train.

I was really excited, until Sally told me that the fare (cost of the train ticket) would be £15 return. I knew I wouldn’t have enough money to go, and I couldn’t ask my parents for it either. My Dad had been out of work for quite a while and Mum only had a part-time cleaning job, so money was tight. In fact, over the past few weeks my parents had been arguing constantly about money. They had lots of bills and not enough money to pay them. They certainly didn’t have any spare cash lying around for me.

When I realised I’d be the only one who wouldn’t be going to the beach, I was really annoyed. I was sick of never being able to do anything, like go to the pictures or McDonald’s. I used to lie to my friends and say that I was baby-sitting, when really I’d be home watching TV. I felt ashamed of not being able to afford the train fare to the beach, and decided that the only way out was to say I’d be going then pretend to be sick and cancel at the last minute. I’d done it before so I knew it would work.

On the Friday before the trip, Mum said she wasn’t feeling well and asked me if I’d help her with her evening cleaning job; she looked poorly, so of course I said yes. The job was at a solicitor’s office in town and it wouldn’t take long. We’d been there about half an hour when Mum asked me to get her a feather duster from the cupboard. As I was looking for it, I knocked over a tin box and spilled its contents on the floor. I couldn’t believe my eyes when I saw what it was – money, at least £50! I quickly stuffed a handful of £5 banknotes into my pocket, about £30 in all, then put the box back where I found it. Then I went out to give Mum the feather duster.

We cleaned the office for another 40 minutes, and I have to admit that I was getting panicky – I’d never stolen anything in my life and I was already beginning to feel guilty. I nearly went back into the cupboard to replace the money I’d stolen, but
I figured it would be worse if Mum caught me, so I did nothing. I thought the firm probably wouldn’t miss it – and I could go on my trip!

The next day we all went away and had an excellent time. I forgot all about how I got the money to go – for once in my life I was having a good time and didn’t have to worry about money.

The following Monday, Mum got a phone call. It was from the solicitors, asking her to go and see them. Apparently they’d discovered the cash tin was short, and accused Mum of stealing it. She tried telling them that she hadn’t but they won’t listen. She was sacked on the spot and told she was lucky that they weren’t going to prosecute her.

As soon as Mum told me what had happened I felt sick. She never asked me anything about the incident; it didn’t even cross her mind that I might have stolen the cash, which made me feel even worse.

Now our family’s even more hard up than before because Mum can’t find another job. I wish I could tell her the truth but I can’t, because she’d never forgive me – and I can’t say I’d blame her. I was so selfish; I just didn’t think about the consequences.

b) Find the lines in the story, which report the sentences in the speech bubbles from ex. 1. Describe the changes in the grammar of the sentences.

c) Match the words in bold with their definitions:

a) often bad or inconvenient results of a particular action or situation; b) only interested in yourself and your own activities, self-centred; c) slightly angry; d) feeling very sorry and embarrassed because of something you have done; e) feeling very ashamed and sad because you know that you have done something wrong.

d) Read a comment to the story. Fill in the missing words from the active vocabulary of the lesson.

Julia: I’m more than ... with Lucy’s behaviour! She ought to be thoroughly ... of herself for treating her mother like that. No wonder she’s feeling ... – she has stolen money and got her mother sacked. Lucy must stop being so ... and should start thinking about the ... before she does anything in her life.
3. a) Do you agree with the reader’s comment in ex. 2d? What would you recommend that Lucy should do? Discuss possible solutions with your partner. Use the phrases in the bubbles to express your opinion.

I think that...
I reckon...
I agree.
In my opinion...
That’s right.

Do you agree?
What’s your opinion?
What do you think?
Really?
What do you mean?

I’m afraid I disagree.
Well, I don’t think so.
Well, I’m not sure.

b) Read the expert’s recommendations. Do you agree with them? Discuss your ideas in small groups.

• It’s hard when you can’t get the things you want, but stealing them is not the answer. Besides the fact that stealing is a crime, it’s a very bad thing to do. So don’t do it, no matter what.

• Stealing is obviously wrong, but Lucy’s worst crime by far was putting her own needs before her family’s. By only thinking of herself and her own pleasure, she has ended up causing her parents more misery than ever.

• Although the situation probably won’t change if Lucy admits stealing the money, at least she’ll tell her mum the truth. It won’t be easy, and her mum will probably be hurt and angry, but at the end of the day, she does have the right to know what happened.

4. Ask and answer the questions.

1. What makes you feel annoyed? What makes you feel hurt? 2. Have you ever felt ashamed of something you have done? 3. Do you feel guilty about forgetting about someone’s birthday? 4. Do you think you are a selfish person? 5. Do you reckon it is always important to think about the consequences before you do something?
Lesson 5. A DIFFERENT WAY OF BEING SMART

Communicative area: talking about coping with anger and emotional intelligence
Active vocabulary: temper, disrespectful, rebellious, to pick on someone, to take something out on someone, to stand for oneself, to talk back to someone, to call someone names
Receptive grammar: reporting advice

1. a) Answer the question choosing from the options below.

WHAT MAKES YOU ANGRY?

Being late; too much homework; speaking in public; babysitting; going to the dentist; arguments with friends / parents; rules your parents set up for you; housework; not enough sleep; no date for a party; classes; cafeteria food; boredom; rude people; no money; playing on a sports team; being cut from a sports team; losing something valuable; parents arguing; getting punished at school; taking tests; video games; using a computer; closed-in spaces; being bullied; TV commercials; fight with boyfriend / girlfriend; loud people; baby crying; a friend letting you down; ...

DON’T PANIC IF IT’S ALL OF THE ABOVE!

If you understand what annoys you, you can start preventing the consequences.

b) Compare with your partner.

2. a) Listen to an interview with Ally, a guitarist from a famous boys’ band. Is he bad-tempered?

b) Read the extracts from the interview. Guess the meaning of the words in bold.

Yeah, at school it did, ’cause I hated it. I wasn’t very good at school so I would take it out on my teachers. I’d refuse to do homework, I’d sulk and talk back to them all the time. Basically, I felt they weren’t treating me fairly, so I would try to stand up for myself...
Looking back, I know it was wrong and very **disrespectful** to be rude to my teachers, but at the time I didn’t care. At that age, I was about 15, I was going through a **rebellious** period and I went against everything and everybody... Well, the other guys in the band say I’ve got the worst **temper** of all of us, and I reckon they’re probably right. For example, when we’re rehearsing and one of the guys keeps making the same mistake over and over, I shout and I really have a go at them. I know I shouldn’t but I can’t help it... Yeah, once in an argument with a girlfriend I **called her a name** I shouldn’t have, then threatened to finish the relationship... I was in Maths lesson and I hated it ’cause I was really bad at Maths. The teacher used to **pick on me**, too, which made things worse.

c) **Check your guesses matching the words in bold with the definitions below:**

1) the usual state of your feelings which makes you become angry easily or stay calm;
2) showing no respect;
3) to defend and fight for oneself;
4) to make someone suffer because of your own feelings rather than because of what the other person has done;
5) difficult to control, not behaving in the way they are expected to;
6) to criticise someone;
7) to answer someone in a rude way, especially someone such as a teacher;
8) to address someone with a name which is intended to be offensive.

d) **Listen to the interview again. Take notes of the singer’s answers.**

3. a) **Match the beginnings and the endings of the questions.**

Are you a... | ...a bad temper?
When someone’s treating you badly... | ...do you usually stand up for yourself?
Do you have... | ...rebellious teenager?
When you are angry ... ...on other people?
Why are teenagers sometimes...
...disrespectful to their parents / teachers?
Is it a good idea to take your anger out...
...names?
Why do some people call others...
...others?
Why do some people pick on...
...who do you usually take it out on?

b) Ask and answer the questions from ex. 3a.

4. a) Read the advice Ally received from an expert. What did the expert actually say?

When I had problems with my temper at school, I went to see a doctor. She said that my ability to cope with anger, to control my emotions showed my emotional IQ (intelligence quotient). She explained that emotional intelligence was just another way of being smart.

She said that if I wanted to be more emotionally intelligent, I would have to follow her advice. She told me to ask myself if hurting other people’s feelings and possibly losing their friendship was really worth it. She advised to count to ten or take a few breaths before losing my temper. In case a bad temper was getting in the way of my schoolwork, friendships and family life, she recommended talking about what was eating me. She told me to talk with my parents, friends or relatives because it would do me the world of good.

b) Which piece of advice do you find really useful? Do you think you have a high emotional IQ?

Lesson 6. A BULLY IS ALWAYS A COWARD

Communicative area: discussing the problem of bullying
Active vocabulary: mean, bully, gang, jealous, threat, sympathetic, to cope, coward
Receptive grammar: words of place and time in reported speech
1. a) Look at the title of the song by the Grammy Award winner Taylor Swift in ex. 1b. Read the definitions of the word *mean*. Find equivalents in your language.

*mean* – 1) not generous, not wanting to spend money or not wanting to use much of something. *E.g.* *He’s too mean to buy a present for his girlfriend.* 2) cruel or not kind. *E.g.* *It was mean of him not to invite her.* 3) in bad condition. *E.g.* *She walked quickly through mean and dirty streets.*

What do you think the song is about?

b) ♫ Listen to the song. Follow in the book. Which of the meanings does the song illustrate?

**Mean**

You, with your words like knives  
And swords and weapons that you use against me  
You have knocked me off my feet again  
Got me feeling like a nothing  
You, with your voice like nails on a chalkboard  
Calling me out when I’m wounded  
You picking on the weaker man  
Well you can take me down with just one single blow but you  
don’t know, what you don’t know...

Someday I’ll be living in a big ol’ city  
And all you’re ever going to be is mean  
Someday I’ll be big enough so you can’t hit me  
And all you’re ever going to be is mean  
Why you gotta be so mean?

You, with your switching sides  
And your wildfire lies and your humiliation  
You have pointed out my flaws again  
As if I don’t already see them  
I walk with my head down  
Trying to block you out ’cause I’ll never impress you  
I just wanna feel okay again  
I bet you got pushed around, somebody made you cold  
But the cycle ends right now, ’cause you can’t lead me down that road
And you don’t know, what you don’t know… Someday …
And I can see you years from now in a bar
Talking over a football game
With that same big loud opinion
But nobody’s listening
Washed up and ranting about the same old bitter things
Drunk and grumbling on about how I can’t sing
But all you are is mean
All you are is mean
And a liar, and pathetic, and alone in life, and mean, and mean,
and mean, and mean, but someday …

c) What is the song about: 1) bad habits; 2) broken relationship; 3) bullying?
d) In pairs, ask and answer the questions.

1. Which words and phrases make the conflict sound like a war? 2. Why did the bully become so mean? (quote from the lyrics) 3. How does the author see the bully’s future? 4. They say ‘revenge is sweet’. What is the author’s revenge going to be like?

2. a) Read the article below. Why did the boy suffer so much?

“My son Adam was the last person you’d expect to be bullied. He was good-looking, had lots of girlfriends and had always been very popular. He was also athletic; he played water polo and won medals and cups for springboard diving. All in all, you’d say he seemed to be a very happy boy.

But in the spring, after he’d been in secondary school for just over a year, my wife Narda and I noticed a change in him. He looked ill and had lost weight. We were worried and took him to see our doctor, who said Adam was depressed. After a six-month course of anti-depressants Adam improved, but he wasn’t the same boy again.

Then, a few months later, Adam got into a fight at school. When my wife picked him up that day he was so badly hurt that she had to take him to hospital. Although he didn’t tell us the complete truth – he just said that he’d come off worse in a one-to-one fight – we found out later from Adam’s friends that he’d been beaten up by a gang of older boys.
Then one night Adam came home drunk – or at least that’s what I thought. But when it happened a second time it hit me: Adam wasn’t drunk, it was something else. When we confronted him about it, he told us that he’d taken some tranquillisers. Then he broke down and admitted that he was being bullied at school and he thought the tranquillisers would help him to cope with the situation.

It seems that some older boys were jealous of Adam. One of them wanted to date with Adam’s girlfriend and he had refused to stop going out with her.

At first we were shocked, mainly because we assumed that Adam was the kind of boy who was not a coward and would take care of himself. Besides being well-liked and popular, he was a real individual. For example, if all the boys wore baseball caps to school, he wouldn’t, just to be different. But this time he needed our help.

We complained to the school and the physical bullying stopped, but the threats didn’t. We’ve found out since that the bullying was even worse than we realised. Adam had been taunted in the street, spat on – in and out of school – and even threatened with a knife. But he never told us any of this. I supposed he was too ashamed to.

It didn’t take long before Adam’s character had changed dramatically. His teacher said he had become disrespectful, rebellious and disruptive in class. Although some of the teachers knew about the bullying and were sympathetic towards him, many of them weren’t, probably because he didn’t seem like the type of boy who’d get bullied. He seemed to be able to take care of himself. But even Adam couldn’t handle this by himself.

In April we found out that in addition to taking tranquillisers, he was now smoking cannabis as a relief from stress. We got in touch with drug helpline but were told that then Adam’s real problem lay elsewhere.

One day at the end of July, Adam said he was going to get some fish and chips for lunch and asked for some cash. Then he told me it was a youth club night that day, and asked for some more money. I went to work. At work I had a feeling something bad was going to happen. On that day Adam took a huge dose of anti-depressants. We knew that something was wrong when he
saw that he’d left his bedroom door open – something he would never do normally – with his music playing loudly. He must have known that we would come upstairs, and that’s exactly what we did. When we got to him, he was so weak we saw that we had to rush him to hospital. He survived, but we were still devastated. It was a cry for help. And if only we had opened our eyes earlier, we would have seen it coming, but we didn’t. He was driven to drugs by being bullied.

Now we moved to another town. Adam changed schools. Doctors are helping him to fight his depression and other problems with health. When a child dies, it destroys your family. We don’t want our family to be destroyed.”

b) Complete the definitions with the words in bold.

1. If you show that you understand and care about someone’s suffering, you are …
2. A group of criminals or of people, especially young men who spend time together and cause trouble is a …
3. A suggestion that something unpleasant will happen if a particular action or order is not followed is a …
4. If someone is unhappy and angry because others have something they want, they are …
5. If you deal successfully with a difficult situation, you … with it.
6. A person who is easily frightened or tries to avoid danger, difficulty or pain is a …

c) Answer the questions.

1. Why weren’t Adam’s parents worried about him first?
2. What made them change their minds?
3. How did his parents realise he was under stress?
4. What was the problem?
5. Was the bullying serious?
6. How did Adam try to cope with the problem?
7. Were his teachers sympathetic?
8. What were the consequences of bullying?
9. Do his parents feel guilty?

3. a) Who said these words?

A. “I’ve come off worse in a one-to-one fight.” B. “Yes, I’m being bullied at school.” C. “Adam is depressed.” D. “Now Adam’s problem lies elsewhere.” E. “He has become disruptive
in class.” F. “It is a youth club night today. Give me another couple of quid.”

b) Compare the sentences above with their versions in reported speech. What are the changes in tenses? What other changes can you see?

4. a) Complete the questions with the active vocabulary of the lesson.

1. Have you ever been ...? 2. Are there any ... of bullies in your school / area? 3. What do you think bullies are usually ... of? 4. What makes them so ...? 5. Do you think bullies’ ... are always real? 6. Are teachers and parents always ... in such situations? 7. What is the best way to ... with the problem?

b) Ask and answer the questions above.

5. a) An English proverb says: *A bully is always a coward.* Do you agree with it?

b) Listen to the song from ex. 1 again. Sing along with Taylor Swift.

Lesson 7. AGONY AUNT

**Communicative area:** discussing teenage problems; giving advice

1. What magazines do you read? Is there a problem page in them? Do you like to read it? Do you follow the advice?

2. a) Read the problems from the Agony Aunt page. Match them with the advice.

Problems

A. Ever since I was little my mother and I haven’t got on. She picks on me, she criticises everything about me: my clothes, my voice, my hair, even my eating habits. Once I even heard her telling my father that she didn’t love me because I was odd. My father and I get on well, but he won’t help me with...
this matter, and when I start talking about it with my mother she acts as though I’m making a fuss about nothing. What can I do?

Mel, 16, Surrey

B. I am a 16-year-old girl and I really need someone to help. I am so depressed and miserable all the time. I find myself crying because I feel guilty for having such a nice life while lots of people don’t. Every time I turn on the TV, I see people suffering. My friends say I’m too sensitive and shouldn’t get upset when I see homeless people on the street or hear stories of animals being mistreated. Sometimes I wonder what the point of life is, and this makes me even more depressed. I just can’t enjoy my life any more.

Linda, Glasgow

C. I’m a 15-year-old boy and I’m being bullied at school. It isn’t the usual bullying though, it’s by a lad two years younger than me. It’s so embarrassing – he’s about ten inches shorter and he’s always punching me in the back and kicking my legs. I’ve never been that strong and I haven’t got any real friends. What can I do?

Luke from Wolverhampton

D. My problem is that my best friend is stealing from me. Whenever she used to come round, I’d notice things were missing, like a lipstick or a top. Then I noticed things missing from my bag, too. She never used to have any money and now she does. Also, my ring went missing, then two weeks later she was wearing an identical one. I asked her about it and she said her aunt had given it to her. What can I do?

Adele fan, 15, Lancaster

Advice

1. Before you do anything you must talk to your friend. After all, if you’re sure she’s stealing from you, your friendship is in trouble anyway, so you’ve got nothing to lose. You could accuse her, but she’ll probably deny it and be angry at you. You could mention that you’ve had things stolen and
you’re thinking of reporting it to the police. This will either frighten her into admitting she was guilty or scare her into never doing it again. If this doesn’t work, then I suggest you stop being friends with her.

2. It doesn’t matter what size or age a bully is. If he’s threatening and aggressive, it’s no wonder you’re scared of him. The trouble is, because he’s younger, you feel ashamed about reporting him. But why should you hit back? Having a fight with him isn’t going to make you a better person, and not doing so, doesn’t mean you’re weak – it’ll probably make you feel worse. Why don’t you start off by talking to a teacher you trust. Try telling your parents, too. And if you want to just talk about it, call Childline. There is no greater help you can give to a bully than to keep his secret for him. If he is making your life miserable, report him – and keep reporting him until he’s stopped. You have every right.

3. Most teenage girls have bad times with their mothers. However, I don’t think you and your mother have a standard relationship. Being your mother doesn’t give her the right to make you so unhappy. If there is no change in your mother’s behaviour and your father doesn’t help, there is nothing you can do except stop listening to her and ignore all the horrible things she says. There are plenty of people who care for you, so it’s important that you give your attention to them. It’s also essential that you talk to someone about your feelings.

4. There’s nothing wrong with caring about people who don’t have the same advantages as you. However, instead of letting all the worries of the world make you miserable and depressed, try to act positively. There are lots of charities around, and most of them need volunteers. You should join one of the charities and do something for people, animals or the world in general.

b) Which piece of advice would you follow if you had the same problem?

c) Pay attention to the way advice is given. How many different structures are used?
3. a) Read about other teenage problems. In pairs, discuss what advice you could give. Use different structures while giving advice.

**Problem 1:** I am so unhappy with the way I look. Every day I worry about my weight. I have tried so many diets but nothing works. I hate being fat. What can I do?

**Problem 2:** I’m a real tomboy. I don’t own a dress and I wear T-shirts and jeans all the time. I dated a boy, but it wasn’t anything special, so I finished with him after a while. I’m desperate to know whether boys like tomboys. Please, help me.

**Problem 3:** I really need help. Two months ago I moved here from the US. Because I have an American accent, I got picked on as soon as I started school. I have now lost all my confidence and I feel depressed and lonely all the time. My parents know something is wrong but I can’t tell them because I don’t want them to feel bad about moving here. My life is so miserable. What can I do?

b) Choose one of the problems from ex. 3a. Imagine you work for the Agony Aunt page in your favourite magazine. Write a paragraph advising what to do in this situation.

4. a) Which of the problems discussed in this lesson do you find most serious? Why?

b) Compare your ideas with your partner.

**Lesson 8. FAMILY VALUES**

**Communicative area:** reporting someone’s speech  
**Receptive grammar:** reported speech with reporting verbs

1. Your values are the principles you have which control your behaviour. Do you think family values influence our behaviour?

2. a) Do you recognise the boy in the photo? What do you know about him?
b) Was his famous character lucky with his family in *Home Alone*?

![Photo of Macaulay Culkin in Home Alone]

![Photo of Macaulay Culkin twenty years later]

c) Look at the second photo. It is the same person twenty years later. Has he changed a lot? Why do you think he has changed?

3. a) Look through the list of questions Macaulay Culkin was asked in an interview. Guess the order in which the questions were asked.

1. What are you working on now?
2. How did you become famous?
3. Was it easy to combine school and cinema?
4. What family were you born into?
5. What was your relationship with Michael Jackson like?
6. Where did you study to become an actor?
7. Have you had any personal problems?

b) Listen to the interview. Check your predictions. Is Macaulay Culkin a famous actor now?

4. a) After the interview the reporter wrote an article about the actor. Compare the interview and the statements from the article. Which of the statements can be labelled True, False or Not Found in the interview?

A. In the interview Culkin discussed his life as a child actor, the conflict in his family life including his estrangement from his father and how he retired from acting at the age of 14.

B. Culkin married actress Rachel Miner in 1998, but the couple separated in 2000 and divorced in 2002. Culkin began dating actress Mila Kunis in May 2002. On January 3, 2011, it was announced that Culkin and Kunis had ended their relationship several months previously, saying “The split was amicable, and they remain close friends.”
C. Around the time of the first *Home Alone* movie, Culkin became close friends with pop singer Michael Jackson, making an appearance in Jackson’s “Black or White” music video. Culkin attended Jackson’s burial on September 3, 2009.

D. Macaulay Culkin, once the brightest child star in Hollywood, has seen his career blow in flames. However, he denies he has a drug problem, despite his 2004 arrest for marijuana possession.

E. The *Home Alone* star insists he shouldn’t be labelled a “drug user”. Culkin was arrested while he was driving through Oklahoma, where officials found marijuana in his car. The 25-year-old star claims the Oklahoma authorities were prejudiced against him because of his fame. He adds they think all Hollywood child stars are drug addicts.

F. Part of the reason for lack of recent success is probably because Macaulay Culkin, like many former child stars, was a cute kid who grew into a not-so-cute adult.

b) Check your memory. Look through the highlighted sentences. Do you remember what Macaulay Culkin actually said in the interview?

c) What do you like about the article written after the interview? What don’t you like?

5. a) Why do you think Macaulay Culkin has got so many problems in his life?

b) Discuss the opinions and advice below with your partner.

1. Relationships with people are more important than material things.
2. Other people’s feelings are more important than your own feelings.
3. Don’t make other people ashamed of you. Always protect their feelings.
4. Never speak badly of someone else.
5. If you don’t get along with your relatives, you’ll be sorry. They’ll talk about you all the time.
6. Show respect, especially to older people.
7. Never let anyone see your true feelings, especially if you are hurt or sad.
8. Family harmony is important. You should treat all your children and close relatives in the same way.
9. Life is hard, and we need our relatives to help us. We should do everything we can to stay close to them.

c) Which of these values are important in your family? What about your country?

--- Project: A Letter to Agony Aunt ---

Project Preparation

Write a short letter to the Agony Aunt page of your favourite magazine. The letter should contain a request for advice concerning a real problem, present or past. You can describe someone else’s problem as long as you know enough about it to be specific. Please include several facts and describe the emotions of the people involved. Sign your letter with a fictitious name.

Project Presentation

• Hand in your letters. The teacher will hang them around the classroom for all of you to read and to choose a problem you would like to give advice on.
• Write a paragraph or two to give advice on the problem of your choice. Use various structures for giving advice.
• Hand in your letters with advice. The teacher will also hang them around for you to read. Which pieces of advice would be really sound and helpful?

Правообладатель Высшей школа
Unit 4. HEALTH

Lesson 1. YOUR BODY

Communicative area: speaking about your body and medical specialists
Active vocabulary: arm, chest, finger, heart, jaw, lips, neck, stomach, toe, tongue

1. a) Read the text and fill in the blanks with the following words: neck, hair, tongue, ear, eyes, nose, lips, jaws and teeth, feet, chest, heart, stomach, arms, hands, fingers, legs, toes. The pictures will help you identify the words.

We’ll start with the head. It’s covered with hair. On each side of the head, there is an ear, so I can hear. There are two eyes that let us see the world. The nose is for smelling. The mouth has two lips for speaking, kissing and keeping food inside the mouth. Inside, the mouth there are teeth for chewing and a tongue for tasting the food and talking.

The head sits on the neck which lets us look to the left and to the right, up and down. Inside the heart, the heart beats day and night. When we eat, the stomach fills with food. Two hands can hug you. Two hands and ten fingers can write and do many other useful things. We also have two arms, two legs, and ten toes. What else does one need to be happy?!

b) Listen to the text and check.
2.  a) Look at the picture. Find the parts of the body that have been mentioned in the first text. Make a list of words that haven’t been mentioned there. Make sure you understand them.

b) Listen to the text and point to the part of the body that is pronounced.

3. When something wrong happens to your body you usually consult a doctor. Look at the list of medical specialists and match them with the definitions.

A. a doctor who performs medical operations. B. someone whose job is to treat people who are ill or injured. C. someone who is trained to look after ill or injured people, usually in a hospital. D. someone whose job is to examine and treat people’s teeth. E. another word for a doctor.
4. a) When you need medical assistance you visit one of the following places: Hospital, Emergency Room, Intensive Care Unit, Pharmacy. Talk to your partner and write down the definitions.

b) Listen and check.

5. Fill in the gaps with the words below to read the definitions of possible medical treatments.

pharmacy doctor doses doctor bone disease

1. Prescription – a signed piece of paper from the ... telling you (and the ...) what drugs are appropriate for treatment.
2. Shots – ... of medicine or vaccines administered by a needle.
3. Exam – a procedure in which the ... evaluates your condition.
4. Cast – something you wear if you have a broken ..., which allows the one to set. 5. Diagnosis – a statement about what ... someone has, based on examining them.

6. Look at the mindmap. Complete it with the information from ex. 5.

Lesson 2. I AM IN GOOD HEALTH

Communicative area: talking about medical conditions and illnesses
Active vocabulary: ambulance, ache, burn, a cold, cut, flu, hurt, ill, medicine, pain, painful, painkiller, runny nose, sick, sore, to be ill with, to fall ill, to have a temperature

1. Look at the pictures. People complain about pain and aches. Match the pictures with the following explanations.

1. I was slicing the carrots and didn’t notice how it happened.
2. I’ve just finished exercising. Probably it was too long.
3. I've been making an omelette and touched the pan.
4. I've been decorating my room all day long.
5. I haven’t visited the dentist for two years.
6. I got very cold and wet last night on my way home.
7. I was helping to move a heavy wardrobe.
8. I’ve eaten too much. Probably something wasn’t fresh.
9. I have a rash all over my body. Is it measles or just allergy?
2. Study the following dictionary entries and get acquainted with the necessary terms.

**Ill** [ɪl] 1) not healthy, because of a medical condition or an injury. The usual American word is ‘sick’. *He’s been ill for a couple of weeks.* fall ill / be taken ill (=become ill): *She was unlucky to fall ill on holiday.* ill with: *Samantha was seriously ill with a fever.*

**Sick** [sɪk] 1) (mainly American) if you are sick, you do not feel well: *He stayed at home caring for his sick wife.* 2) if you are sick, food you have eaten suddenly comes out of your stomach through your mouth: *I’m going to be sick!* get/fall sick (=become sick)

**Pain** [peɪn] 1) (countable / uncountable) a feeling that you have in a part of your body when you are hurt or ill chest / stomach pains: *Harry has been enduring considerable back pain for a number of years.* 2) (uncountable) a feeling of being very upset or unhappy: *Dealing with the subject sensitively can help prevent a lot of pain.*

**Ache** [eɪk] if part of your body aches, you feel a continuous pain there that is unpleasant, but not very strong: *Philip’s head began to ache.*

3. a) Choose from the options to answer the following questions.

1. What do you usually do when you have a headache?
   a) take painkillers
   b) go to bed and sleep
   c) drink a lot of water

2. What do you do if you have a high temperature, runny nose and cough?
   a) go to bed and get some medicine
   b) drink a lot of tea with lemon and raspberry jam and rest
   c) get some fresh air and rest

3. What should you do if you have backache or if your knee or feet hurt?
   a) take painkillers
   b) keep moving and get easy exercise
   c) consult a doctor

4. What do you do if you burn yourself?
a) put the burn under the cold tap  
b) put vegetable oil on the burn  
c) put a plaster over the burn.

5. What do you do if you are seriously ill?
   a) decide which medicine to get and get it.  
   b) consult a doctor  
   c) call an ambulance

b) Interview your partner. Use questions from ex. 3a.

Lesson 3. BUTTERFLIES IN YOUR STOMACH

**Communicative area:** asking for and giving information; understanding idioms  
**Active vocabulary:** by the skin of your teeth; have butterflies in the stomach; have your heart in your mouth; make no bones about something; have a frog in one’s throat; sick as a dog

1. a) Look at the list of the following idioms and try to guess what they mean. Use your imagination. Talk to your partner and compare your ideas.
   
   1. By the skin of your teeth  
   2. Have butterflies in the stomach  
   3. Have your heart in your mouth  
   4. Make no bones about something  
   5. Have a frog in one’s throat  
   6. Sick as a dog

   b) Match the following definitions with the idioms in ex. 1a.
   
   A to have difficulty in speaking because your throat feels dry and you want to cough  
   B to feel nervous  
   C to be afraid of something  
   D to be very ill  
   E to be honest  
   F to pass the test with the lowest satisfactory mark

c) ✽ Listen to the radio programme and check your predictions.
d) 😊 Listen to the programme again and answer the questions.

1. What is the name of the programme? 2. How can you contact the programme? 3. What is the telephone number? 4. In what succession do the idioms appear in the programme? 5. How many people phoned and what were their names? 6. Who introduced the idiom “have your heart in your mouth”?

2. Interview your partner using the following questions.

1. When do you have a frog in your throat? 2. Do you often have butterflies in your stomach? 3. Do you do tests easily or by the skin of your teeth? 4. Do you often have your heart in your mouth before the test? 5. Have you ever been as sick as a dog? 6. Do you always make bones about being not ready for the lesson?

3. a) Read the internet chat and say:

- who went to the concert,
- who was staying at home and why.

Wink152Lover: Are you there?!
Wink152Lover: Please be there! Aah!
TrueFan4Ever: Hi! I’m here. And I have a story!
Wink152Lover: HOW WAS THE CONCERT? Why are you home so late?
TrueFan4Ever: You won’t believe me!
Wink152Lover: I will, I will! Tell me! I’m dying to hear every detail.
TrueFan4Ever: Okay. So Kate and I got there early. We showed our tickets, and then we decided to walk around.
Wink152Lover: Yes, yes. Go on...
TrueFan4Ever: So, we walked and walked, until somehow we found ourselves at the performers’ entrance door! We were backstage!
Wink152Lover: !!!!!!!!!!!! You were so close to him!
TrueFan4Ever: It gets better. Because once we were backstage, I turned to Kate and said, “Let’s try to fit in.” And …, we managed to slide by unnoticed. There were some close calls! But all of a sudden, I looked up and there he was!
Wink152Lover: Weren’t you nervous?!
TrueFan4Ever: So nervous! I had … and my ….
Wink152Lover: omg omg
TrueFan4Ever: But we went up to him anyways. And I said, “Hello, Mr. Frontman, we are huge, huge fans of your music.”
Wink152Lover: Oooh.
Wink152Lover: Ooooooooh!!!!
TrueFan4Ever: He was pretty confused at first. He was like, “How did you get back here ...?”
TrueFan4Ever: But then the rest of the band laughed. They said they liked our spirit.
TrueFan4Ever: And so we watched the whole show from backstage! And hung out with them afterward! I touched his guitar!
Wink152Lover: Well, I will ... . I am happy for you, but I am also incredibly, absolutely, 100000% jealous!
Wink152Lover: I can’t believe I had to stay home sick while you met Wink 152!
TrueFan4Ever: You couldn’t help it. You’re ...! I saw you at school today. You had a fever and some terrible things coming out of your nose.
Wink152Lover: I know, but! My one true love!
TrueFan4Ever: Think about it this way: what if you’re contagious? You could have gotten him sick too! He couldn’t sing with ...!
Wink152Lover: :-(
(submitted by Ariana Tobin)

b) Read the Internet chat and fill in the blanks with the idioms from ex. 1a.

4. Role-play the Internet chat as a telephone conversation.

5. Choose one idiom and describe a situation where it can be appropriately used.

Lesson 4. AT THE DENTIST

Communicative area: talking about visiting a dentist
Active vocabulary: anesthetic, bacteria, cavity, dentist, to fill a tooth, fluoride, gums, plaque, shot, to take X-rays, treatment, hygienist
Word building: suffix -ist
special + ist = specialist
hygiene + ist = hygienist

1. Answer the questions.
   1. What part of your body helps you to digest food? 2. Are your teeth an important part of your smile? 3. Do they help you look great in pictures when you say “cheese”? 4. Is it important to have good teeth? Why?

![Image of teeth and plaque]

2. a) Read the brochure Canadian schoolchildren get at their schools and say what the dental hygienists, dentists and orthodontists do.

What Does the Dentist Do?
The dentist is a doctor who is specially trained to care for teeth. When you visit for a checkup, your dentist will look at your teeth and gums to check for any problems. The dentist also wants to make sure your teeth are developing properly as you grow.

It’s important to visit your dentist every 6 months to make sure you’re taking good care of your teeth and that your teeth and gums are healthy.

Cleaning and Flossing
One of the first people you’ll meet at the dentist’s office is the dental hygienist. A dental hygienist is a person who knows all about keeping teeth and gums clean and healthy.

The dental hygienist will look inside your mouth to make sure your teeth are growing properly and your gums are healthy.

The dental hygienist will clean and polish your teeth, and remove plaque from your teeth. Plaque is a thin, sticky layer that coats your teeth and contains bacteria that grow on your teeth. Plaque that isn’t removed from your teeth can cause decay, or a cavity.
Checking for Cavities

During your visit, the dental hygienist will take X-rays, or pictures, of your teeth. X-rays can show cavities hiding between your teeth and problems beneath your gums. A cavity is a decayed, or rotted, part of a tooth.

It does not hurt to get an X-ray and it takes only a few seconds.

Fluoride Treatments

Next it’s time for your fluoride treatment. Fluoride is a natural mineral that makes your teeth strong and helps prevent cavities. At the dentist’s office, a fluoride gel or foam will be applied to your teeth. The fluoride treatment will take about 1 to 4 minutes. The dental hygienist will probably tell you not to eat or drink anything (including water) for 30 minutes after the fluoride treatment.

Meeting the Dentist

The dentist will look at all of your teeth and check your gums to make sure they’re strong and healthy. The dentist will also check the way your top and bottom teeth work together. This is called your bite. If there might be a problem with your bite, the dentist will recommend you to visit an orthodontist. This is a doctor who specializes in correcting the shape or positions of all your teeth.

The dentist will study your X-rays (looking for cavities or other problems) and ask if you have any questions about your teeth. Your dentist may also prescribe fluoride drops or tablets for you to take every day at home.

What Happens If I Have a Cavity?

If you have a cavity, you’ll probably have to come back to the dentist’s office for another visit. At that time, the dentist will remove the decayed part from your tooth with special dental tools. Then the decayed area will be filled with materials that will keep your tooth strong and healthy. As soon as you sit down in the dental chair, the dentist will give you a tiny shot of an anaesthetic, a medicine that helps you feel no pain.

b) Read the text again and say what the words in bold mean.

c) Look at the list of words and check your understanding.

- bacteria – tiny organisms that live on your teeth and are found in plaque
- cavity – the decayed, or rotten, part of a tooth
• 
  **dental hygienist** – a person with special training about the proper way to keep teeth and gums clean and healthy

• 
  **dental X-rays** – pictures of your teeth and gums that will show a dentist whether there are any cavities

• 
  **flossing** – involves using a piece of waxy string called dental floss to get in between your teeth and remove food particles that your toothbrush can’t reach

• 
  **to fill a tooth** – to repair a tooth by putting a hard substance into a hole in it

• 
  **fluoride treatment** – a gel or foam applied to teeth that makes them strong and helps prevent cavities

• 
  **gums** – the firm area around the roots of the teeth in the upper or lower jaw

• 
  **orthodontist** – a doctor who specializes in correcting the shape or positions of your teeth

• 
  **shot** – an injection of a drug (when it is put into your body using a needle) given as a medical treatment

• 
  **plaque** – a thin, sticky layer containing bacteria that grow on your teeth

---

d) Find out and report to the class how many people in your class:

- visited a dentist every six month;
- visited a dentist to fill a tooth;
- use toothpaste with fluoride twice a day;
- use dental floss;
- have no cavities;
- have been X-rayed;
- have visited an orthodontist;
- understand how dangerous is plaque;
- are afraid of shots.

---

3. a) ☐ Listen to the question and answer session that took place after a dentist’s presentation in one of the British schools and say whether these statements are true or false.

1. There are a lot of bacteria on your teeth, gums, lips and tongue. All bacteria are harmful.
2. When bacteria colony mixes with spit plaque appears on your teeth.
3. Plaque is not harmful.
4. Tooth enamel becomes stronger if you use toothpaste with fluoride.
b) In pairs compare your visit to a dentist and the visit described in the text. Find similarities and differences.

4. Write a leaflet about dental care for primary school children.

**Lesson 5. FIVE WAYS TO FIGHT THE FLU**

**Communicative area:** speaking about fighting the flu

**Active vocabulary:** cough, headache, flu, sneeze

1. a) Look at the pictures and say what might have happened to these people.

   ![Picture of sick people]

   b) Answer the questions.

   1. When do people usually get the flu? 2. Will you get the flu if you have the antibodies against it? 3. What is epidemics?

2. a) Read the text and check your answers.

   Your head aches, and so does every muscle in your body. You’re cold one minute and hot the next. Your throat is sore and you’re starting to cough. You might be coming down with the flu!

   Flu season is November to April. If you get the flu, you’ll have lots of company. Each year from November to April, millions of people all across the world come down with the flu. Kids get the flu most often. But people in every age group – including teens – can catch it.

   What is the flu? Flu is the common name for influenza. It’s a virus that infects you. Often when you’re sick with a virus, your body builds up a defense system by making antibodies against it. That means you usually don’t get that particular virus strain again. Unfortunately, flu viruses change each year. So you aren’t protected from getting the flu forever.
Some years the change in the flu virus is slight. So if you do get the flu, it’s mild. The antibodies from having the flu before, give you partial protection. But every 10 years or so the flu virus goes through a major change and many people get severe cases. These large-scale outbreaks are called epidemics. If they spread worldwide, they’re called pandemics. The H1N1 (“swine flu”) outbreak of 2009–2010 was considered a pandemic.

b) Read the text again and write a very short summary of it. Include all important information but make it as short as possible.

3. a) What do people usually do to fight the flu?

b) Listen to the radio programme about 5 ways of fighting the flu. Fill in the first column of the grid. (Copy it into your notebook.)

<table>
<thead>
<tr>
<th>What should one do to fight the flu?</th>
<th>Why is it important?</th>
<th>When do you do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get the flu vaccine</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>after using the bathroom; after coughing or sneezing; before putting in or removing contact lenses...</td>
</tr>
<tr>
<td>Flu viruses travel through the air, so try to stay away from people who look sick.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c) Listen to the programme again and complete filling in the table.

4. Write about fighting the flu for your school newspaper.

Правообладатель Вышэйшая школа
Lesson 6. HOW TO REDUCE THE SPREADING OF INFECTION?

Communicative area: speaking about hygiene
Active vocabulary: hygiene

1. a) Read the following facts and discuss with your partner whether they are true or false.

1. The human body is home to some 1,000 species of bacteria.
2. We have between 2 and 10 million bacteria between fingers and elbow. The number of germs on your fingers doubles after you use the toilet.
3. If you drop something on the floor but pick it up in less than four seconds, it will be OK.
4. It has been found out that the TV remote control is the worst carrier of bacteria, worse even than toilet handles.
5. Public transport brings you into contact with 5000 hands, many of which are unwashed!
6. There are more germs on a computer keyboard than there are on your toilet.
7. Germs can stay alive on hands for up to three hours.
8. Soap and water are the simplest form of cleaning.
9. Most people get colds and flu from touching their noses or touching food or even from rubbing their eyes.
10. 50% of people do not wash the hands after visiting the toilet.

b) Listen to the information and check your guesses.

2. Answer the questions.

1. What do people do at home to minimize the spreading of infection? a) Every day. b) Once or twice a week. 2. What do doctors do to stop the spreading of infection? 3. What happens if people don’t practise good hygiene?

3. a) Read the text and check whether it mentions what you’ve just said.

Hygiene is a medical concept related to most aspects of our living. It helps to prevent or reduce the spreading of disease.
Medical hygiene practices include: isolation or quarantine of infectious people or materials to prevent spread of infection; sterilization of instruments used by surgeons and dentists; use of protective clothing, such as masks, caps, gloves; proper bandaging of injuries; disinfection; hand-washing. Antiseptics may be applied to cuts and wounds to prevent the entry of harmful bacteria that can cause sepsis.

Day-to-day hygiene practices, other than special medical hygiene procedures are very similar.

Home hygiene helps to prevent or minimize disease and the spreading of disease in home, public transport, the workplace, other public places. It includes hand hygiene, respiratory hygiene, food and water hygiene, general home hygiene, care of pets.

Preventing the spread of infectious diseases means breaking the chain of infection transmission. If the chain is broken, infection cannot spread. Applying hygiene procedures helps to break the chain of infection.

The main sources of infection in the home are people, foods, water, and domestic animals. Additionally, sinks, toilets, cleaning tools, towels readily support microbial growth. Potentially infectious bacteria, viruses are everywhere. Thus, when circumstances combine, people become exposed, either directly or through food or water, and can develop an infection. The main “highways” for spread of bacteria in the home are the hands, hand and food contact surfaces, and cleaning cloths and utensils. Toilets and wash basins were invented for dealing safely with human waste. They must be perfectly clean. Safe disposal of human waste is a fundamental need. Respiratory viruses spread through the air.

Good home hygiene means regular hygiene procedures to break the chain of infection. Infection can result from direct transfer from surfaces through hands or food to the mouth. Sanitary cleaning can be done by cleaning with soap or detergent. To be effective this process must be followed by thorough rinsing under running water. Hand hygiene is central to preventing spread of infectious diseases in home and everyday life settings.

Respiratory hygiene and hand hygiene when coughing and sneezing reduces the spread of germs particularly during the cold and flu season. It is very important to use tissues to catch
coughs and sneezes and throw them away as soon as possible and wash hands or use an alcohol hand sanitizer.

**Food hygiene** helps to avoid food poisoning. It’s necessary to separate raw and cooked foods; cook foods for the appropriate length of time and at the appropriate temperature; store food at the proper temperature; use safe water. Drinking water quality is very important. There are different methods to protect drinking water, such as boiling, using filters and many others.

b) Read the text again and fill in the grid. (Copy it into your notebook.)

<table>
<thead>
<tr>
<th>Hygiene</th>
<th>Who is responsible?</th>
<th>What do people do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical</td>
<td>doctors</td>
<td>...</td>
</tr>
<tr>
<td>Home</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Respiratory</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Food</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

c) Talk to your partner and discuss what you regularly do to maintain hygiene.

Lesson 7. AT THE DOCTOR’S

**Communicative area:** calling a doctor and speaking about illnesses and injuries

1. Read the answers and discuss with your partner what the questions might have been.

1. When I want to have a regular check up I usually make an appointment beforehand and choose the day which is convenient to me.

2. In case of minor emergency like a cut or a burn, people sometimes help themselves or visit a doctor.

3. When I am ill and think I might have the flu because of high temperature, we usually ask the doctor to visit me at home not to spread the disease.
4. In case of emergency like a heart attack or major injury, people usually call an ambulance.

2. a) Listen to the dialogues and say which one describes major or minor emergency.
   
b) Listen to the dialogues again and fill in the blanks with the missing words.

A.

Julia: Thank you for agreeing to see me on such ..., Doctor.
Dr. Miller: Of course. What seems ...
Julia: I was baking a cake for my friend’s birthday, and when I went to check on it, I accidentally stuck .... It was fine for an hour or two, but now it really ...
Dr. Miller: Yes, I see. It’s beginning to blister. What did you do ...
Julia: Well, first I screamed. Then I ran .... I took some ... and hoped it would be all right. I called you when .... I have never had a burn like this one before!
Dr. Miller: Yes, you burnt yourself up pretty good!

B.

Paramedic: What happened?
Bystander: A car accident. He was in the sedan and she was on a motorcycle. I didn’t see the whole thing, but it seems like he ... as he was coming around the corner. They collided and spun off to.
Paramedic: Were there just ... people?
Bystander: Yes. She’s conscious, and he’s in and out of ... . We have been trying to keep them awake. We suspect he has a concussion.
Paramedic: You’re probably right. Thank you very much for sticking around.
Bystander: Yes, of course. Could someone please ...? I’m worried.
Paramedic: Certainly – we will pass along your contact information to their families. I’m sure they will be very grateful you were on the scene.
Bystander: Good luck.

c) Act out one of the dialogues.
3. ✗ Listen to four dialogues and say which of them is about a heart attack, minor emergency, having the flu and visiting a dentist.

4. Read the dialogues and say why Anna was surprised and what caused Michael’s allergy.

**Measles**

Anna: I don’t believe you.
Rebecca: It’s true. I have a rash. It’s even inside of my mouth.
Anna: Who gets the measles in the 21st century? I should call you a doctor on a horse and buggy! Weren’t you vaccinated?
Rebecca: I guess not.
Anna: That’s so weird, girl. How are you treating it?
Rebecca: The doctor said I should take pills and rest. So long as there are no complications, he says everything will be okay.
Anna: How long will you have to stay at home?
Rebecca: Just this week, I hope!

**Allergy**

Michael: Ah-choo!
Mom: That’s it, the dog has to go.
Michael: No! I’m not allergic to Buddy!
Mom: Then what are you allergic to? You have been sneezing and stuffed up ever since he arrived.
Michael: I’m probably allergic to broccoli.
Mom: Nice try. We had broccoli for the first time in a month last night. You’ve been sniffling for three weeks.
Michael: Okay, then maybe I’m allergic to my math homework. We started multiplication the same day we got Buddy.
Mom: I’m not buying it, Michael.
Michael: Really! Watch: 7×7 is... ah-CHOO.

5. Make up a dialogue about an illness or injury. Act it out. Let the class guess what you were speaking about.

**Lesson 8. KEEP STRESS UNDER CONTROL**

**Communicative area:** discussing how to keep stress under control
1. **Answer the questions.**
   1. Do you sometimes feel that there is a lot of pressure on you?
   2. Have you ever thought that these are the symptoms of stress?
   3. What do you think stress is? 4. How can you fight stress?

2. **a) Read the passage and say what stress is and how the body reacts to stress.**

   **What Is Stress?**

   If you feel there is too much pressure on you, lose sleep and worry about tests and schoolwork, you’re not alone. Everyone experiences stress at times. Stress is the body’s way to react to a challenge and prepare to meet a difficult situation with strength. The human body responds to stress. Specific hormones speed up heart rate, breathing rate, blood pressure, and metabolism. All these prepare a person to react quickly and to handle the problem. This reaction is known as the stress response. It increases a person’s ability to perform well under pressure. But it can also cause problems.

   **b) Read the passage and complete the following sentences.**

   *Good stress is... It helps... Long-term stress is dangerous because...*

   **Good Stress and Bad Stress**

   The stress response is critical in emergency situations, such as when a driver has to do something to avoid an accident. It can also be activated when the pressure is on but there’s no actual danger — like taking an exam. A little of this stress can help keep you on your toes. And the nervous system quickly returns to its normal state.

   But long-term stressful situations can produce a lasting, low-level stress that’s hard on people. If the pressure is long-lasting, the body continues to pump out extra stress hormones. This seriously weakens the immune system.

   **c) Discuss with your partner whether the following sentences are true or false. Then read the passage and check your predictions.**

   1. Feeling a little stress about a test can motivate you to study hard.
2. Being stressed helps you concentrate on the material you need to learn.
3. Stress is caused by many things like relationship stress, problems with schoolwork, being bullied or exposed to violence or injury.
4. Some stressful situations can be extreme and may require special attention and care.

**What Causes Stress Overload?**

Although stress can be a good thing, too much stress isn’t good for anyone. For example, feeling a little stress about a test can motivate you to study hard. But stressing out too much over the test can make it hard to concentrate on the material you need to learn.

Pressures that are too strong or last too long can cause people to feel stress overload. It happens when somebody is bullied or exposed to violence or injury or has relationship stress, family conflicts, or the heavy emotions that can accompany a broken heart or the death of a loved one; problems with schoolwork; not having enough time to rest and relax.

Some stressful situations can be extreme and may require special attention and care.

d) Look at the list of stressful situations in the previous passage and say which ones you find most stressful and why.

e) Discuss with your partner what the signs of stress might be.

f) Read the passage and divide stress signs into two groups: the signs you expected and did not expect to indicate stress.

**Signs of Stress Overload**

People who are experiencing stress overload may notice some of the following signs: panic attacks; a feeling of being constantly pressured and hurried; physical symptoms, such as stomach problems, headaches, or even chest pain; allergic reactions; problems with sleeping; overeating; sadness or depression.

Everyone experiences stress differently. Some people become angry and act out their stress or take it out on others. Some people can develop eating disorders or similar problems. And some people who have a chronic illness may find that the
symptoms of their illness become stronger under an overload of stress.

3. a) Discuss with your partner.
   1. What can you do to deal with stress overload or to avoid it? 2. How can you de-stress?

b) Look at the list of de-stress ideas and discuss what you can say to expand on them.
   - Take a stand against overscheduling.
   - Be realistic.
   - Get a good night’s sleep.
   - Learn to relax.
   - Treat your body well.
   - Watch what you’re thinking.
   - Solve the little problems.

c) Read the text and check your predictions.

Keep Stress Under Control
What can you do to deal with stress overload or to avoid it? Learn how to manage the stress that comes along with any new challenge, good or bad. Stress-management skills work best when they’re used regularly, not just when the pressure’s on. Knowing how to “de-stress” and doing it when things are relatively calm can help you get through challenging circumstances.

Here are some things that can help keep stress under control:

- **Take a stand against overscheduling.** If you don’t have enough time, consider cutting out an activity or two, choosing the ones that are most important to you.

- **Be realistic.** Don’t try to be perfect — no one is. And expecting others to be perfect can add to your stress level, too. If you need help on something, like schoolwork, ask for it.

- **Get a good night’s sleep.** Getting enough sleep helps keep your body and mind in good shape. That will help you to deal with any negative stressors. If you stay up late and still need to get up early for school, you may not get all the hours of sleep you need.

- **Learn to relax.** The body’s natural remedy to stress is called the relaxation response. It creates a sense of well-being and
calm. You can learn simple breathing exercises and then use them when you’re caught up in stressful situations. Stay relaxed by doing activities that are calming and pleasurable: reading a good book or making time for a hobby, spending time with your pet, or just taking a relaxing bath.

**Treat your body well.** Experts agree that getting regular exercise helps people manage stress. And eat well to help your body function at its best. Under stressful conditions, the body needs its vitamins and minerals more than ever.

**Watch what you’re thinking.** Your outlook and thoughts influence the way you see things. Is your cup half full or half empty? A healthy dose of optimism can help you a lot.

**Solve the little problems.** Learning to solve everyday problems can give you a sense of control. Develop skills to calmly look at a problem and take action toward a solution. It helps to build the inner confidence and serves you well in times of stress.

d) ✨ Listen to the text and say which solution has not been mentioned.

**Resilience is someone’s ability to become healthy, happy, or strong again after an illness or a problem.**

4. a) Read the passage on building resilience and write down which of these ideas you find easy, difficult and impossible to follow. Compare your answers with your partner.

**Build Your Resilience**

Some people seem to adapt quickly to stressful circumstances. They’re cool under pressure and able to handle problems.

If you want to build resilience, work on developing these attitudes and behaviours:

- Think of change as a challenging and normal part of life.
- See setbacks and problems as temporary and solvable.
- Believe that you will succeed if you keep working toward your goals.
- Take action to solve problems.
- Build strong relationships and keep commitments to family and friends.
• Have a support system and ask for help.
• Participate regularly in activities for relaxation and fun.

Learn to think of challenges as opportunities and stressors as temporary problems, not disasters. Practise solving problems and asking others for help and guidance rather than complaining and letting stress build. Make goals and keep track of your progress. Make time for relaxation. Be optimistic. Believe in yourself. Be sure to breathe. And let a little stress motivate you into positive action to reach your goals.

*After D’Arcy Lyness, PhD*

b) Think how you can use the information from this lesson in your everyday life / Make an action plan and write it down.

——— Project: How to Remain Healthy ————

**Project Preparation**

Make a small brochure *How to Remain Healthy*.
• Use the texts you have written at the end of each lesson. Try to make them shorter.
• Think of an attractive layout – photos, pictures, etc.

**Project Presentation**

Present your brochure to the class. Speak about the useful advice you have included into the brochure. Say how it works for you.
Unit 5. HEALTHY LIFESTYLE

Lesson 1. THE GREATEST WEALTH IS HEALTH

Communicative area: speaking and writing about the factors that help a person to be healthy
Active vocabulary: healthy lifestyle
Grammar revision: adjectives – degrees of comparison

1. Listen to the poem and repeat after the speaker. Make a list of things that help a person to be healthy.

The best six doctors anywhere
And no one can deny it
Are sunshine, water, rest, and air
Exercise and diet.
These six will gladly you attend
If only you are willing
Your mind they’ll ease
Your will they’ll mend
And charge you not a shilling.

*Nursery rhyme* What the River Knows, 1990

2. Discuss with your partner what else influences a person’s health and add to your list. Compare with another pair.

3. Copy the mind map. Group your words around the circles. Keep the mind map to add more words in the following lessons.
4. a) Read the text and add more information to your mind map.

Want to become a healthier person? It’s all about making gradual changes. Following the tips in this article offers several benefits for you: lower risk of several diseases, and the chance to live a long and happy life.

- **Get lots of sleep.** To be healthy you’ll need 8–10 hours of sleep every day. This keeps you awake and attentive, so you don’t have to drink caffeine and sugar-loaded energy drinks.
- **Laugh and smile!** Smiling and laughing a lot, as it has been scientifically proved, keeps you healthier.
- **Do nothing** for a short while. Staying in a dark, quiet place without having any stressful thoughts for about ten minutes will help you relax and feel better. Just do this twice a day.
- **Eat more fruit and vegetables.** Fruit and vegetables are an important part of a healthy diet. Try to get at least 2–3 fruit portions per day.
- **Drink water!** Good old H₂O is key in making you work throughout the day. Try drinking 250-gram glasses of water three times a day. It helps you re-energize and keep going. Not drinking enough fresh water leads to headaches and other problems. Do this, and you’ll stay in good condition.
- **Get a little exercise every day.** This will not only make you feel better, and make you look better, but help you to get through the day.
- **Stretch!** It feels great! From when you wake up in the morning, to your gym class, this easy form of muscle exercise warms you up and makes you more flexible.
- **Run and jog!** This doesn’t necessarily mean run five miles every morning, just for about 10 minutes twice a week will keep you in shape. Don’t ever run for an hour and then suddenly stop and sit on the couch for another hour. It will hurt to walk the next day.
- **Challenge yourself.** If you got 10 push-ups¹ as your maximum, try going for 12! Little challenges like this keep your body nice and fit.

¹**push-up** (Am.) отжимание (на руках) / аджыманне (на руках)
• Do something you love. Play with a pet, go swimming, ride a bike or go for a walk. If you had a bad day at school, doing things you love to do will keep you in a good mood and take out your anger. Not only is this fun, but it lets you be yourself for awhile. Try it!

• Feel good about yourself! There is always going to be someone in the room who does at least one thing better than you, so don’t compare yourself to other people! Find things you are good at, and use your talents!

• Be positive! Positive emotions are healthy, prolong life and make living pleasant.

b) Read the text again and find five tips which are most important to follow.

E.g. I find laughing and smiling most important because it makes a person happier and more positive.

c) Compare your list with your partner’s and prove why you think your choice is correct.

5. Work in pairs. Say which tips you follow / don’t follow / would like to follow. Compare your ideas. What do you have in common?

We both... Neither of us...

| Nice – nicer – (the) nicest | Big – bigger – (the) biggest |
| Healthy – healthier – (the) healthiest | Beautiful – more beautiful – (the) most beautiful |
| Good – better – (the) best | Bad – worse – (the) worst |

6. Write what you should do to live a long and happy life. Use the tips from ex. 4a.

Lesson 2. YOU ARE WHAT YOU EAT

Communicative area: speaking about food pyramid
Active vocabulary: bean, grain, vitamin
1. a) Look at the food guide pyramid and answer the questions. Compare your answers with your partner’s.

1. What do the colours of the pyramid show? 2. Why are some colour bands bigger than others? 3. Which colour band is the biggest? 4. Which colour band is the smallest? 5. Who can follow the food guide pyramid?

b) Copy the chart. Look at the pyramid and complete the second column of the table. Try to recollect as many words as possible and add them to each line.

<table>
<thead>
<tr>
<th>Grains</th>
<th>Breads, ...</th>
<th>give us B-vitamins, ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetables</td>
<td>Carrots, ...</td>
<td>give us vitamin A, ...</td>
</tr>
<tr>
<td>Fruits</td>
<td>Apples, ...</td>
<td>give us vitamin C, ...</td>
</tr>
<tr>
<td>Oils</td>
<td>Olive oil, ...</td>
<td>give us important fatty acids (кислоты / кіслоты) ...</td>
</tr>
<tr>
<td>Milk</td>
<td>Cheese, ...</td>
<td>give us calcium ...</td>
</tr>
<tr>
<td>Meat and beans</td>
<td>Poultry, eggs, nuts, ...</td>
<td>help build stronger muscles, ...</td>
</tr>
</tbody>
</table>

2. a) Listen to a conversation with a food specialist and say which question wasn’t asked.

every day? 4. Should we eat a lot of meat? 5. What about milk and milk products?

**b) Listen to the conversation again and fill in the blanks.**

**A:** Eat a variety of foods. You need more than 40 different nutrients for good health, and no single food supplies them all. Your daily food meals should include bread and other (1)…; fruits, vegetables, dairy products, and meat, (2)… and (3)… .

**S:** How much bread should I eat every day?

**A:** Eat at least (4)… of whole grain bread and cereals, rice or pasta everyday. Look for the word “whole” before the name of the grain as it is very important. Grains, breads and cereals give us (5)… which help turn the food we eat into (6)… that our bodies need to work, play and grow.

**S:** And what about fruit and vegetables?

**A:** Vegetables provide vitamin A which helps us have (7)… and good eye-sight. Fruits give us (8)… which helps our bodies heal and grow new cells. It is very important to eat at least 100-150 grams of fruit and the same (9)… of vegetables. You may choose from (10)… and frozen as well as dried fruit, all kinds of fruit and vegetables are good for you.

**S:** The food pyramid shows very little fat. Why?

**A:** Your body doesn’t need (11)… . Get most of your fat sources from fish, nuts and (12)… . Eat less fats like (13)…, margarine and lard. Choose (14)…, chicken or turkey. Bake it or grill it. It is (15)… than frying. Add more fish, eggs, beans and nuts.

Meat, fish, beans and nuts (16)… protein and iron which help build stronger muscles. Iron carries oxygen to all parts of your (17)…, helps prevent infections, and also helps your body (18)… to get you through busy day.

**S:** And what about milk and milk products?

**A:** Milk products are very important. They provide calcium which helps build (19)… bones and teeth. So, if you can have milk, yogurt and cheese everyday, do it. But go for low-fat (20)… . It’s better. Ice-cream is not very good for your health. The less ice-cream you eat (21)… for you.

c) Read the text and complete filling in the table (ex. 1b). In the third column write what all these products provide your body with.
3. Use the table to speak about the importance of a balanced healthy diet.

4. Make your own pyramid showing what you usually eat at home. Don’t forget to include grains, vegetables, fruits, oils, milk, meat, beans. Compare both the pyramids and write about the difference. Use the sentences in the box.

| My diet is well balanced / unbalanced because... |
| I should eat more... | I should eat less... |
| It is better to eat... | It’s healthy / unhealthy to eat... |

5. Go back to your mind map and add new words.

Lesson 3. SMART FOOD, JUNK FOOD

**Communicative area:** speaking about good food and junk food
**Active vocabulary:** additive, artificial, calorie, flavour, flavouring, junk, nutrient, nutritious, overweight, preservative, smart

1. a) Work in pairs and answer the questions.

   1. Do you like fast food? 2. What do you prefer: a hamburger or fish burger with chips or homemade fried potatoes with meat or fish? 3. Is homemade food better than fast food?

   b) Say if your partner prefers smart (homemade) food or junk food.

2. a) Read the Internet forum and say who loves fast food and who thinks it is unhealthy.

   **Josh:** Help! I love hamburgers and chips with coke most of all. They are so tasty, so delicious and smell so nice! I think I could eat them every day for lunch and dinner. My mum doesn’t understand me, she thinks they are not good for my health and never gives me any money to go to a fast food restaurant.
b) Read the text again and answer the questions.

1. What happens if you eat fast food very often? 2. What health problems does fast food lead to? 3. Why is fast food dangerous for your health?

3. a) Read the article and find the most serious reasons why fast food may be dangerous.

Fast Food Can Be Delicious Silent Killer

Our world is very fast. It’s getting faster and faster. People don’t have enough time for doing important things. This also includes cooking and eating food. Fast food is easy and convenient.

Nova: Your mum is right. If you eat fast food very often, you will easily become overweight. It happens because there are more calories there than in traditional food. It simply kills appetite control systems.

Foxy: True! Fast food gives us twice as much energy and makes us eat more than we normally would. The body gets almost twice as many calories as you would if you ate the same weight of pasta and salad.

Josh: But fast food is quick, convenient, and it’s not very expensive!

Nova: Fast food is usually high in fat, calories and cholesterol. Too much fast food can lead to health problems and first of all, heart diseases and you may become fat!

Josh: Don’t frighten me. It can’t be true.

Foxy: I read about a man who dined on fast food for just one month. The result was tens of kilos gained. Try if you wish but don’t say later you haven’t been warned.

1 overweight [ˈəʊvə(r)ˈweɪt] – heavier than you should be
ient. It takes less time to get it and many people like its taste. But! Many people are overweight and don’t understand why. The role of fast food in putting on weight is very important. Food if it is not home cooked has a lot of additives. Foods like pastas, pizzas, burgers look nice and taste nice because of artificial colours, flavourings and preservatives.

However it is important to understand that though fast food looks so nice and tasty it may be dangerous for your health. Fast food if eaten often can lead to obesity and other problems. A typical meal from a fast food restaurant, say a serving of fries and a cheeseburger, amount to about 1,000 calories. This is about half of the recommended dietary allowance.

Fast food is highly unhealthy and can never give the nutrients and vitamins of a healthy home-cooked meal. Fast food is inexpensive because it is usually made with cheaper ingredients such as high fat meat, refined grains, and added sugar and fats, instead of nutritious foods such as lean meats, fresh fruits, and vegetables. It doesn’t provide any benefits to the body and the harm it causes to the health is numerous.

b) Read the definitions of the following terms and find their Belarusian / Russian equivalents.

healthy – enjoying good health and functioning well
unhealthy – unwell, not enjoying good health and not functioning well
artificial – made in imitation of a natural product
flavour – taste of food or drink in a mouth
flavouring – a substance (вещество / рэчыва) added to food or drink to give it a particular flavour
preservative – a substance used to prevent food or drink from being spoilt

c) Choose a passage you find most important and read it aloud. Find more people in the class who share your point of view. Work together to find arguments why it is so important.

d) Work in pairs. Role play a dialogue. It’s lunch time. Student 1 wants to have fast food. Student 2 is against it because it is unhealthy and suggests having lunch at home.

4. Write a letter to Josh explaining why it is very unhealthy to eat fast food.
Lesson 4. FEEL FIT

Communicative area: speaking about the importance of physical exercises
Active grammar: adverbs – degrees of comparison

1. Look at the food pyramid on page 102 and answer the question: What do we need to do to have good health?

2. a) Read the text and answer the question: What is it necessary to do to be in good health and why?

Health and fitness have now become one of the major concerns. Earlier life was very hard and humans used to hunt for their living, and their body had a lot of physical exercise. They ate less and exercised more. Now people live well, much better and easier than it was long time ago. They don’t have to be strong to get their food and as a result they hardly do that bit of physical exercise which is necessary to keep the body fit and healthy. People don’t choose their food carefully and easily get overweight. How do we ensure that we have all that we need to have a healthy living? This is a big question among everyone. We need proper nutrition and a fit and healthy body. Good health is all that one dreams of. Becoming healthier and fitter is not very difficult but needs a lot of work.

It is less difficult with food. People should choose what they eat more carefully, eat a well-balanced diet and eat less fast food. It is easy to become lazy about physical exercises even though simple fitness exercises can help to have a fitter and healthier life. It is possible to lose weight just doing regular exercises. So, by doing just two simple things: eating properly and exercising regularly one can live most happily than ever.

<table>
<thead>
<tr>
<th>good (adj) – well (adv)</th>
<th>bad (adj) – badly (adv)</th>
</tr>
</thead>
<tbody>
<tr>
<td>hard (adj/adv) трудный, трудно – hardly (adv) едва, едва ли</td>
<td></td>
</tr>
</tbody>
</table>

b) Read the text again and pay attention to the words in bold. What do they mean? Read the grammar reference on the topic.
3. a) Fill in the blanks with the correct form of an adverb.

1. I exercise regularly in summer but more ... in winter.
2. She usually walks slowly but now she is walking even ... .
3. Nina speaks loudly but Mary speaks even ... .
4. He runs fast, ... than other boys.
5. I don’t sleep enough, (little) ... than 8 hours.
6. He behaves badly, ... than other boys.
7. I smile often, (much) ... than my sister.
8. Peter lives far from school, but Ann lives ... .

b) Say which of these sentences are true about you.

4. Complete the quiz.

Regular physical activity (20 to 30 minutes a day, three or four times per week) is an important part of a healthy lifestyle. It helps prevent diseases and makes the quality of life better.

Make the first step in finding out just how fit you are!

The questions here will help you understand how much activity you perform regularly.

For each question below, give yourself a score. After completing all the questions, total your points and check your score to find out your current fitness level. Then, develop a plan to increase your activity and get fit for life!

1. In the past week, how many times did you exercise for at least 20 minutes? (walking, swimming, cycling, jogging, cross-country skiing, skating)
   Give yourself 1 point for each time.  
   Points __

2. How many stretching or flexibility sessions have you participated in during the last week? (Each session should last five to ten minutes and should include all of your body’s major muscle groups.)
   Give yourself 1 point for each time.  
   Points __

3. Do you have a fitness goal of a certain number of days per week, miles per week, or minutes per week?
   Yes, and I achieve my goal most weeks: 2 points
   Yes, I’m working towards it: 1 point
   No: 0 points  
   Points __
4. Do you usually climb stairs instead of using an elevator or escalator when going up one or two floors?
   Yes: 1 point
   No: 0 points

5. On average, how many hours of television do you watch daily?
   Less than 1 hour: 2 points
   1 hour: 1 point
   At least two hours: 0 points

6. How active are you after classes?
   Very active; walking or moving a lot: 2 points
   I take short walks: 1 point
   Totally inactive (sit at desk): 0 points

7. Do you engage in active work around the house like vacuum-cleaning or gardening?
   Yes: 1 point
   No: 0 points

8. How many strength training sessions have you participated in during the past week?
   Give yourself 1 point for each.

   Give yourself 1 point for each “yes”.

10. What kinds of foods did you consume for dinner last night?
    Mostly fresh, low fat foods: 2 points
    Combination of fresh and processed foods: 1 point
    Fast food: 0 points

11. How do you usually get to school?
    Walk/bicycle at least 1 mile: 2 points
    Go by transport and walk: 1 point
    Go by transport: 0 points

   Your Total Point Score: __

   If you scored:
   0–6 points: Your fitness level is below average. Your activity level is too low to offer any health benefits.
7–14 points: Your fitness level is about average. If most of your points came from daily activities, we encourage you to add more.

15–30 points: Congratulations! You are already living the “fitness lifestyle.” Consider adding different activities or varying your programme to maintain interest and motivation. Check your activities to see if you have a good balance of aerobic activity, flexibility, and strength.

31–40 points: Your activity level indicates that you are probably training for a particular sport or competition. If you are feeling good, then continue enjoying your activities. But remember, your risk of injury increases a lot with extremely high activity levels. It is possible that you are overtraining, so listen to your body and cut back if needed.

5. a) Do you think it is possible to improve your physical activity? Discuss with your partner what each of you can do and what can make it easier. If you find it difficult, read the following for ideas.

• Do something you enjoy and set realistic goals.
• Start off small and gradually increase your fitness levels.
• Change your exercises every 6–8 weeks.
• Ask friends and family for support.
• If you are new to exercise, aim to work out five days a week, at least 20 minutes a day.
• Don’t forget to plan your rest breaks.
• Make sure you get hot—this is the level you should be working towards to ensure maximum results.
• Tell as many people as you can about your goals and stay committed.
• Make lifestyle changes which will help your programme, e.g. taking the stairs instead of the lift, getting off the bus a few stops early, walking instead of going by car.
• Keep track of your success – measure rather than weigh yourself, the inches fall off faster than the pounds.
• Keep your exercise fun – listen to your favourite music, work out with a friend, or turn it into a family activity.
• Do as much as you can – you know your body better than anyone else.

b) Go back to the text and add more information to your mind map (see Lesson 1).
6. Work out your personal fitness plan and write it down. Do you think it is easy or difficult to follow this plan?

Lesson 5. NO SMOKING, PLEASE

Communicative area: speaking about the danger of smoking
Active vocabulary: carcinogen, chemical, to contain, to decrease, habit, to increase
Active grammar: comparative construction the...the

1. Is smoking a healthy habit? Look at the cigarette and see what it is made of.

2. a) Read the text and complete the table of chemicals found in cigarettes.

<table>
<thead>
<tr>
<th>Chemical</th>
<th>Where it is usually found</th>
<th>What it causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hydrogen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyanide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nicotine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acetone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formaldehyde</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b) Read the text again and find answers to the following questions.

How many chemicals does a cigarette contain? How many children start smoking every day? How often do people die from smoking? How many people die from smoking every year? Why do people who smoke look older than non-smokers?

No one in the right mind will have a cocktail made from a rat poison, an insecticide [in'sektəsaid] and a nail polish remover. Then why breathe it into your body? Do you know, cigarette smoke contains over 4000 chemicals including around 46 carcinogens, some of which are hydrogen cyanide (found in rat poison), nicotine (used in insecticide), acetone (found in nail polish remover), formaldehyde used to embalm dead body and still more. All these chemicals are breathed into the body while smoking a cigarette.

One out of ten men in the world is a smoker and every 8 seconds someone dies because of this habit. According to the statistics, smoking kills around 5 million people a year.

Nicotine in tobacco reaches the brain through blood stream just 10 seconds after a person starts smoking.

Smoking influences different people in a different way. More than 40 diseases are associated with smoking; it increases the risk of cancer, bronchitis, heart diseases, etc. Nicotine decreases the oxygen carrying capacity of blood. The immune system of an active smoker is so bad that they take more time to recover from any disease.

Vitamin C is killed by smoking. This is the reason why an active smoker usually looks older than their non-smoker friend. According to studies, an active smoker is likely to live fourteen years less than non-smokers.
Smoking not only affects active smokers, but also affects the so-called passive smokers as well. If somebody smokes in the room, infants below 1 1/2 years of age can get bronchitis and pneumonia [nju:'mɔʊnɪə].

It is never too late to start anything or stop anything. Deciding to stop smoking is deciding to choose a healthy way of life. The body can go back to its normal position soon after you say goodbye to your very last cigarette. One year after people stop smoking, the heart diseases are reduced by 20%. So, just say “I am never ever going to smoke away my life and health” and be happy!

c) Look through the text again and make a list of problems people will have if they smoke. Compare your list with your partner’s and discuss which of them you find most dangerous. Why?

3. a) Read the text and pay attention to the words in bold. Guess the meaning of the structure the … the.

American scientists have been examining 20,000 men and women for 10 years. Their findings / results are as follows:

1. 77 per cent of smokers die sooner than their peers. So, the more people smoke, the sooner they die.
2. 66 per cent of people who drink alcohol die young. So, the sooner you will start drinking, the less you will live.
3. People who eat fruit and vegetables at least 5 days a week prolong their life by 44 per cent. So, the more fruit and vegetables you eat, the longer you will live.
4. People who are physically fit prolong their life by 24 per cent. So, the more you exercise, the better for you.
5. All in all, the scientists calculated that those who exercise, eat fruit and vegetables and don’t smoke or drink alcohol live 14 years longer than those who don’t follow these rules. So, the sooner you understand it, the better and healthier your life will be.

b) Read the rule and check your guesses.

We use comparative structure the … the to say that things change together.

4. Add more information to your mind map (see Lesson 1).
5. Go back to your list of problems (ex. 2c) and rewrite it using *the ... the* structure.

**Lesson 6. ADDICTION – WHEN YOU JUST CAN’T STOP IT**

**Communicative area:** criticizing addictions  
**Active vocabulary:** addiction, addictive, harmful

1. Look at the title of the lesson, read the definition of the word *addiction* and predict what we are going to speak about.

   **Addiction** – 1) a strong need that someone feels to regularly take an illegal or harmful drug (an addiction to nicotine)  
   2) a strong need or wish to spend as much time as possible doing a particular activity (computer addiction)

2. a) \( \text{Listen to the telephone conversation and answer the questions.} \)
   - Who is Jane talking to?  
   - What does Mary think the problem might be?

   b) \( \text{Look through the list of the signals and say which of them have been mentioned in the conversation. Listen to the conversation again and check.} \)

   When someone:
   1) uses drugs or alcohol to get away from problems or as a usual way to relax;  
   2) seems to ‘drop out’ of life among family and friends;  
   3) loses interest in something that used to be a big interest;  
   4) misses classes, or gets behind with workload;  
   5) avoids friends, or hangs out with kids who use drugs;  
   6) sells their stuff or steals yours;  
   7) is very moody and behaves in ways which are unlike their usual behaviour;  
   8) gets upset, anxious or really depressed;  
   9) has problems with sleeping or getting out of bed;  
   10) is sick or shaky;
11) changes eating habits – maybe too much or not enough, or eats at ‘different’ times;
12) puts on weight or quickly loses weight.

c) Do you think Jane made the right decision to phone Teenage Helpline? Why?

3. a) Read the e-mails Jane and Mary were exchanging. Answer the questions: What can be addictive? What is physical addiction? What is psychological addiction?

1. Mary, I am afraid what you said might be true. What shall I do?
2. Jane, you cannot really help someone who has an addiction. That person has to help himself. All you can do is show that you care, tell those adults you trust about the problem, and be ready to praise every small step taken to stop the addiction.
3. Mary, I decided to talk to my parents first but I want to know more about the problem before I do it.
4. You are right, Jane, but don’t wait too long as the longer you wait the more difficult it may be to sort it out. I attached the information you might find useful.

Types of Addiction

There are two types of addiction.

1 Physical addiction is when a person’s body becomes dependent on something and wants more and more of whatever it is to be able to feel OK. Trying to give up can make that person suffer withdrawal symptoms\(^1\) which can last for quite a long time, but slowly the body gets used to doing without.

These withdrawal symptoms can feel like a really bad flu that they want to go back to whatever they were taking to feel OK again. It is hard to give up. It is much easier not to start.

2 Psychological addiction is when someone wants something which will change their mood or feelings. They may not

\(^1\) withdrawal symptoms – физические или психические расстройства, возникающие после прекращения приёма наркотика / фізічныя ці псіхічныя расстройства, што ўзнікаюць пасля спынення прыёму наркотыку.
get physical withdrawal symptoms, but they may feel lonely, depressed or anxious if they can’t get the thing that they desire.

3 What can be addictive?
People can become addicted to a wide range of things: drugs – legal and illegal; alcohol; tobacco; inhalants, like snif-
fing glue or petrol. But people can also become addicted to be-
haviours, which take over their lives.

Among others, teenagers often become gamers and spend too much time at their computers, video games, mobiles and SMS, and chatting on the Internet. All these problems look less dangerous than drug addiction but they are also very harmful.

Keep yourself safe by:
- asking smokers not to smoke near you as passive smoking is also dangerous;
- avoiding being around someone who is addicted to alcohol or drugs;
- telling someone if you feel unsafe;
- never trying whatever drug they are using;
- not making the mistake of thinking what that person is doing must be cool because they are older than you.

b) Work in pairs. Read the e-mails again and decide what information you would use to talk to someone who you think might be addicted.

4. Write a shorter e-mail to Jane giving her a piece of advice.

Lesson 7. SLEEP TIGHT

Communicative area: speaking about the importance of good sleep
Active vocabulary: brain, to fall asleep, to get, to get across, to get along, to get back, to get in, to get to, to get together, to get through, to get up

1. Read the famous saying and discuss it.

Early to bed, early to rise, makes a man healthy, wealthy and wise. (Benjamin Franklin)
2. Answer the questions. Compare your answers with your partner’s.

1. How long do you usually sleep? 2. When do you fall asleep on weekdays? 3. How long should a person sleep to feel well? 4. Is it harmful for your brain to sleep less than 7–8 hours? 5. Can lack of sleep cause illnesses? 6. Is good sleep a luxury or a necessity? What happens to a person who doesn’t sleep enough?

3. a) Read the first paragraph of text 3b and analyse the words in bold. Read the dictionary entry and decide which one suits you in each case.

Get – 1) to come into possession of; receive or earn 2) to bring 3) (takes an infinitive) to manage: How did you get to be captain? 4) to make ready or prepare: to get a meal 5) to hear, notice, or understand: I didn’t get your meaning. 6) to catch or enter: to get a train 7) to receive (a broadcast signal)

Get across (separable) to communicate clearly or convincingly: No matter how hard I tried I couldn’t get the message across to her that I cared.

Get along (intransitive) have a good relationship with someone: Jane and John get along quite well, but Mary and Max don’t even talk to each other.

Get back (intransitive) to return: When I get back from school I have some rest and do my homework.

Get in (intransitive) to arrive: When did you get in from Brest?

Get through (inseparable) to finish something completely; to arrive at the end of something: It took me almost two weeks to get through that book.

Get to (inseparable) to arrive at, to progress to: I can’t wait to get to school.

Get together (intransitive) to meet: Let’s get together tomorrow night.

Get up (intransitive) to rise to one’s feet or arise from bed; to climb: Mary gets up at sunrise to go jogging every morning.

b) Read the article and compare your answers (ex. 2) with the information form the text. Discuss with your partner the facts you find most surprising.

Sleep is food for the brain. During sleep, important body functions and brain activity happens. Sleeping little can be harm-
ful. You can look bad, feel bad, and you work poorly. If you don’t sleep enough, you may find it difficult to get along with your family and friends and get bad marks at school. Remember: a brain that is hungry for sleep will get it, even when you don’t expect it. When you do not get enough sleep, you are more likely to have an accident or illness.

**FACTS:**

- Sleep is vital to your well-being, as the air you breathe, the water you drink and the food you eat. It can even help you to manage the stress of being a teen.
- Teens need about 9 1/4 hours of sleep each night to function best (for some, 8 1/2 hours is enough). Most teens do not get enough sleep — one study found that only 15% reported sleeping 8 1/2 hours on weekdays.
- Teens often have irregular sleep patterns — they typically stay up late and sleep in late on the weekends, which can affect their biological clocks and hurt the quality of their sleep.

**CONSEQUENCES:**

Not getting enough sleep or having sleep difficulties can:

- limit your ability to learn, listen, concentrate and solve problems. You may even forget important information like names, numbers, your homework or a date with a special person in your life;
- contribute to skin problems;
- lead to bad behaviour such as shouting at your friends or being impatient with your teachers or family members;
- make you eat too much or eat unhealthy foods like sweets and fried foods that lead to weight gain.

**SOLUTIONS:**

- Make sleep a priority. Decide what you need to change to get enough sleep to stay healthy, happy, and smart!
- Make your room very comfortable. Keep it cool, quiet and dark. If you need to, get dark curtains. Let in bright light in the morning to tell your body to wake up.
• Avoid coffee, tea, coca cola and chocolate (contain caffeine) late in the day so you can get to sleep at night.
• Establish a bed and wake-time and stick to it, coming as close as you can on the weekends. A good sleep schedule will help you feel less tired.
• Don’t eat, drink, or exercise within a few hours of your bedtime. Don’t leave your homework for the last minute. Try to avoid the TV, computer and telephone one hour before you go to bed.
• If you do the same things every night before you go to sleep, you teach your body the signals that it’s time for bed. Try taking a bath or shower, or reading a book.

4. Make an outline of the text and write a short summary of it.

5. Make a two-minute speech in favour of good sleep.

Lesson 8. COMPONENTS OF A HEALTHY LIFESTYLE

Communicative area: speaking about a healthy lifestyle

1. a) Look at your mind map in your notebook. Complete the following sentences.

1. A healthy lifestyle is... 2. Regular physical activity will...
3. Get active... 4. Eat well... 5. Feel good about...

b) Compare your sentences with your partner’s.

2. a) Discuss with your partner what else could be added to the ‘Get Active, Have Fun’ part. Write it down.

b) Discuss with your partner what else could be added to ‘Eat Well’ part. Write it down.

c) Discuss with your partner what else could be added to the ‘Feel Good About Yourself’ part. Write it down.
3. Work in pairs. Look at the poster. Describe it. You can use your mind map. Write a text that could accompany the poster and give wider explanation to the ideas that are depicted there.

A Healthy Lifestyle...

Get Active, Have Fun!

Regular physical activity will...
• increase energy and lower stress.
• change how you look and feel.

Eat Well...

• Choose a variety of healthy foods every day.
• Have regular meals and snacks.
• Eat less junk food.

Feel Good About Yourself!

• Healthy bodies come in many shapes and sizes.
4. **Answer the questions.**
   - What information about a healthy way of life has not been included? Why?
   - What information would you like to include? Why?

5. **Make the poster with short captions to the pictures. Write the text of your poster presentation.**

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**Project: Healthy Life Poster**

**Poster Preparation**

Follow the steps in Lesson 8 of this unit.

**Poster Presentation**

1. Hang your posters around the classroom.
2. Go round the classroom and read your classmates’ posters. Give each poster four marks: for the content, for the language, for the layout, for creativity.
3. Listen to poster presentations and give the fifth mark – for the presentation.
4. Leave all your marks with the teacher to calculate.
Unit 6. LEISURE

Lesson 1. RIDING A HOBBY HORSE

Communicative area: talking about hobbies
Active vocabulary: remote control, gadget, volunteering, scrapbooking, beatboxing, time-consuming, money-consuming, stress relief

1. Discuss the questions below in pairs.

1. What do you think are some of the most popular hobbies that people have? Why do people have hobbies?
2. Which hobbies are the most popular in your country? Which hobbies are the most popular with women in your country? Which hobbies are the most popular with men in your country? Which hobbies are popular with children?

2. a) Look at the categories different hobbies can be divided into. Add more examples to each category.

The Old Mainstays... – Collecting Things: coin collecting, ...
Stay Sharp with these – Mind Games: jigsaw puzzles, mastering a new language, ...
   It Takes Two, baby! – Fun Games for two or more: Bingo! ...
Art: collage, ...
Stress Relief: aquariums, ...
Writing: poetry, ...
Preserve and Enjoy – History: museums, miniature war gaming, ...
Outdoor Adventures: fishing, ...
Science and Nature: astronomy, ...
Guy’s Things: woodworking, ...
Girl’s Things: clothes design, ...
Man’s Best Friend: adopt a kitty, ...
Weekend Getaways: band fan (travel for concerts), ...
Nesting at Home – DIY: cooking, dollhouse, ...
Charity: dog shelter, ...
Musical Instruments: guitar, ...

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Preserve and Enjoy – History: museums, miniature war gaming, ...
Outdoor Adventures: fishing, ...
Science and Nature: astronomy, ...
Guy’s Things: woodworking, ...
Girl’s Things: clothes design, ...
Man’s Best Friend: adopt a kitty, ...
Weekend Getaways: band fan (travel for concerts), ...
Nesting at Home – DIY: cooking, dollhouse, ...
Charity: dog shelter, ...
Musical Instruments: guitar, ...
Traditional Craftwork: knitting, ...
Do you wanna – Dance: ballet and tap, ...
Toys story: model trains, ...
Show time: card tricks, ...

b) Where would the following hobbies go?

Baby-sitting for family and friends, crossword puzzles, bowling, building with Legos, laughter yoga, studying the Titanic, camping, marathons, microscopy, bird watching, keeping a diary, becoming a dog person, flea markets, gardening, interior design, photography, needlework, origami, sculpture, ballroom dancing, remote controlled toys, kite flying, hand tricks, home theatre.

3. a) Listen to the information about new hobbies. Match the hobbies to the pictures in the lesson.

b) Unjumble the names for these hobbies.

1. OBISAN 2. NEVELOTURING 3. XINGBEBATO
4. DEGGAT LLECOINGCT 5. POOKINGCRABS

c) Listen to the information again and answer the questions below.

1. What is bonsai? Is it a new hobby? Why is it difficult to produce a good bonsai? 2. What is volunteering? What kind of volunteer work can a teenager do? Why is this hobby popular? 3. What is gadget collecting? How old is this hobby? Why has
it become so popular? 4. What is beatboxing? When did this hobby become popular? What are the difficulties a beginner might face? 5. What is scrapbooking? Why is it a good hobby for anyone? What materials does it require?

d) Where in ex. 2 would these hobbies fit?

4. Discuss the questions below about the hobbies from ex. 3 in small groups.

1. Which of the hobbies in ex. 3 is in your opinion: a) most popular with guys? b) typical for girls and young women? c) not for an elderly person? d) the most time/money-consuming? e) stress relief? f) the most difficult to take up? g) not popular in your country?
2. What personal qualities and interests does one need to succeed at these activities?
3. Do you know anyone fond of any these hobbies?

5. a) Make predictions about people in class. Who do you think could be interested or can’t be interested in any of these hobbies?

E.g. In my opinion Kostya can’t be interested in beatboxing. He can’t stand hip-hop. Marina could enjoy scrapbooking. She is very good at making personal postcards.

b) Read out some of your predictions. Does anyone in your class think the same? Ask your classmate if your idea was right.

Lesson 2. DO THE BEAT

Communicative area: making deductions
Active grammar: must, could, may, might, can’t for deductions

1. Can anyone in your class do beatboxing? Learn how to beatbox in 4 steps.
Step 1. The classic kick drum {b}

The simplest way to make the classic kick drum is to say the letter ‘b’.
To make it sound louder and punchier, you need to let air vibrate through your lips. Make the ‘b’ sound as if you are saying ‘b’ from the word ‘bogus’.
This time, with your lips closed, let the pressure build up.

Step 2. The closed hi-hat {t}

This is the basic closed hat sound. Make a simple ‘t’ sound but have your teeth closed or lightly closed.
The closed hat is used as the basis of most beats. It might be worth practising doing many closed hat sounds in a row to get your speed and accuracy up.
You can also do successive hi-hats by making a ‘tktktktk’ sound, using the mid-back of your tongue to make the ‘k’ sound.
Breathe out for longer to create the open sound ‘ts’ hi-hat, so it’s more like ‘tssss’.

Step 3. The classic snare drum {p}

The simplest way of making a classic sound is to say the letter ‘p’. However, making a ‘p’ sound is too quiet.
To make it louder you push the air out of your lips making them vibrate.
To make the ‘p’ sound more interesting and more snare-like, most beatboxers add a second sound to the initial ‘p’ sound: pf ps psh.

Step 4. Make the classic kick drum {b}, hi-hat {t} and classic snare drum {p} or {pf}.

Combine the three sounds into an 8-beat such as this: { b t p f t / b t pf t } or { b t pf t / b b pf t }.
Concentrate on getting the timing right. If you make a mistake, keep going, do not stop or pause.
Start off slowly and build up speed once you can do the 8-beat without losing timing.
2. a) Look at some of the music vocabulary and match the terms with their definitions.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a set</td>
<td>a genre of electronic dance music, originating from London, UK</td>
</tr>
<tr>
<td>Dubstep</td>
<td>to copy the way another person speaks or behaves in order to make people laugh</td>
</tr>
<tr>
<td>You tube</td>
<td>a continuous performance, a period of play</td>
</tr>
<tr>
<td>workshop</td>
<td>a recording of a song that was first recorded or made popular by somebody else</td>
</tr>
<tr>
<td>do impressions</td>
<td>an educational seminar for a small group</td>
</tr>
<tr>
<td>a cover</td>
<td>a video-sharing website</td>
</tr>
</tbody>
</table>

b) You are going to listen to an interview with Nick Wishard, 18, Minnesota Amateur Talent Contest winner. Answer the questions below.

What’s Nick’s talent?
Is it work or hobby for him?
What are Nick’s plans for future?

3. a) Listen to the interview again and complete the statements below.

1. By the way, beatboxing ... an enjoyable hobby for anyone as it’s neither time nor money consuming. 2. The biggest influence on me ... Reeps One. 3. I’m awful at singing so I try to avoid it in my set, but you ... me sing a cover of Pony by Ginuwine. 4. You ... serious.

b) Study the grammar reference on the topic and answer the questions below.

a) What modal verbs are used to express probability in English?

b) Which of them express certitude or a high degree of probability?

c) Which modal verb expresses a lower degree of certitude?

c) Now look at the sentences in ex. 3a again. Discuss in pairs.

Which statements sound very sure? When is Nick not sure at all?

4. Listen to some sounds and music. Write statements about what you hear using the phrases below.
Lesson 3. WHERE YOU STAND

Communicative area: describing a hobby, giving recommendations
Active vocabulary: skilful, generous, outdoorsy, thorough, social, technical

1. a) Discuss the questions below in pairs.

   b) Work in pairs. Continue the list of adjectives describing a hobby. Use lesson 1 for help.

   Time-consuming, money-making, relaxing, creative, adventurous, enjoyable, unusual, rewarding, challenging, etc.

   c) Which of the adjectives above could describe your hobby?

2. a) Work in pairs. Make a list of things you need to consider before you take up a new hobby.

   b) Did you have your personality on the list? Take the assessment quiz below and choose your hobby.

What’s your hobby personality? With so many hobbies to choose from, how do you figure out which of these diversions is...
likely to be right for you? Start with this quiz. It will help you identify your hobby personality.

1. A thrilling (fantastic) holiday would be:
   a) hiking in the Alps.
   b) a bus tour around Europe.
   c) watching the grass grow in my backyard.

2. The last time you used a paintbrush was:
   a) to create a replica of Mona Lisa on my room wall.
   b) to paint a garage door.
   c) in the fourth grade Art lessons.

3. How handy are you?
   a) I built a multi-level box for my woodworking tools.
   b) I guess I can put together an Ikea chair.
   c) I can change a light bulb.

4. How selfish are you?
   a) I help people around when I have a chance.
   b) I’d give away my week’s pocket money, if my friend were in need.
   c) I have to share with my siblings.

5. Name one of the heroes of the World War II.
   a) Gastello, a squadron leader who died heroically five days after the war had started.
   b) I have no idea, but I know when WWII began.
   c) I’m more interested in the heroes of Warcraft.

6. Would your friends and family describe you as independent?
   a) Absolutely – they joke that I can entertain myself with a ball of string.
   b) Yes, but I like a balance between ‘me time’ and social life.
   c) Are you kidding? If it were up to me, I wouldn’t go to the mailbox without company.

7. What best describes your attention to detail?
   a) I have built a life-size model of my hometown with matches.
   b) I can put together a jigsaw puzzle.
   c) My shoelaces always come undone.

8. Describe the role of music in your life.
   a) In my spare time, I compose operettas.
b) I can sing *Jingle bells*.
c) I can turn on the stereo.

9. Your idea of a good place for a walk is:
a) the countryside road to nowhere.
b) the beachfront in the Caribbean.
c) from the front door to the neighbour’s.

10. An excellent way to spend a sunny spring day would be:
a) a morning jog through the woods, picnic lunch, afternoon at the ballpark, watch the sunset on the beach.
b) getting out in the park for an hour or two.
c) watching Star Trek returns at last.

11. Which best describes how attentive you are?
a) I enjoy the ‘hold’ music my phone company plays.
b) I skip to the last page of the book to see how it ends.
c) I’ve already moved to the next question.

12. My idea of a fun Friday night would be:
a) hosting a party – the more the merrier.
b) chatting with one or two of my closest friends.
c) curling up with a good book and a cup of tea.

13. Describe your most recent form of exercise.
a) I went jogging this morning.
b) A game of bowling this weekend.
c) Does putting on socks count?

14. Are you a techie?
a) I put together my computer.
b) I’ve got some gadgets I know how to use.
c) I can successfully check the money balance on my phone.

15. How good are you at creative writing?
a) I’ve got my short story published in a teen magazine.
b) I scrap in my diary from time to time.
c) I prefer reading.

c) Every time you answered ‘a’ above, circle the corresponding trait in the list below. Put the traits together and you have your hobby personality. Enjoy!

1 – adventurous, 2 – artistic, 3 – skilful, 4 – generous, 5 – history-loving, 6 – independent, 7 – thorough, 8 – musical, 9 –

d) Match your results to the profiles below. If two or more of your personal qualities are represented, there’s a good chance you’ll enjoy that particular pastime.

Are you artistic, skillful, and thorough? You might like scrapbooking, model ships, drawing comics or bonsai.

Are you adventurous, sporty, and technical? You might like diving, paintball, action photography or carting.

Are you generous, history-loving, and social? You might like tutoring, medieval fights, guiding tours or volunteering.

Are you independent, nature-loving, and outdoorsy? You might like bird watching, mushroom-hunting, nature photography or fishing.

Are you musical, patient, and creative? You might like beat boxing, dance classes, guitar or poetry.

e) Do you agree with the quiz results? Why?

3. a) Use ex. 2c and a-answers in the questionnaire to write definitions for the following adjectives:

generous, outdoorsy, social, technical, skilful, thorough.

b) What are the opposites of these adjectives? Which adjectives could describe a hobby? Add them to the list in ex. 2.

4. a) Choose 3–4 adjectives that describe the hobby you’d like to try.

   E.g. money-making, creative, not social

b) Work in small groups. Let your group mates recommend a new hobby to you. Use the adjectives from the lesson. Read and listen to the example before you start.

   A: I’d like a money-making hobby that is also creative and not very social.

   B: You could try making postcards or writing short stories. You are patient and thorough enough.

   C: I believe you must enjoy writing song lyrics. I know you are a musical person and can write poetry. By the way, song lyrics could be sold to bands or singers.
A: Thanks. I think writing short stories for the school magazine is a good idea. It could be fun.

c) Choose the best of your conversations and role-play it in front of the class.

Lesson 4. HOBBY STATISTICS

Communicative area: giving advice
Active vocabulary: to encourage, to discourage, to participate

1. a) Read the poem below and guess what the rediscovered hobby is.

Old Hobby

*After Elisabeth Jane Squires*

I’ve rediscovered an old hobby of mine
It brings me great joy and fills in the time
Now I don’t have to participate
In silly sports or games that I hate
It encourages me to do beautiful things
I can even do it as the birds sweetly sing
It requires a lota lota words
Adjectives and the most pesky of verbs
It sometimes surprises little wee me
Just how good this old hobby can be
It keeps my mind on an even track
I’m so glad that my old hobby came back
A few more lines I’ll write this night
... is a hobby of sheer delight!

b) Listen and check your ideas. Is this hobby popular among teenagers? Does any of your classmates enjoy it?
2. a) Work in small groups. Try to put the activities below from the most to the least popular among teenagers in your country.

1. teaching smth 2. volunteering 3. gadgets 4. sports 5. nature and animals 6. learning smth 7. working 8. engineering 9. creative activities (art, music, writing, etc.) 10. religion

b) Compare your ideas with other groups. Are there any serious differences?

3. a) Read an article about teens and their hobbies. What information does it contain?

- recommendation on how to find a hobby
- examples of unusual hobbies
- the problem teens face when choosing a hobby
- teens’ most popular hobbies
- the positive sides of having a hobby
- the disadvantages of having a hobby
- some statistics on teens pastime

If teens aren’t posting to Facebook, surfing on My Space or texting one of their best friends, what are they doing?

Today teen’s lives revolve around technical world; almost everything they do is somehow connected with gadgets.

What would teens do without their cell phones, hand-held gaming systems and computers? I decided to search around and see what other teens do for fun. What kind of unique hobbies are out there?

Photography is one hobby that interests a lot of teens, more so girls than guys. “I love to explore and use my imagination, photography is a fun way to express myself; and not to mention it’s really fun,” said Junior Elizabeth Goodman.

Hobbies depend on your personality, sex, race, religion, background, and even education. People look at things differently, therefore it is important to find where you stand.

“I solve mysteries, I have a mystery mobile and I go around my neighborhood asking people if they have a mystery to solve,” said Senior Colin Daniels. Some people have really unique hobbies!

Another hobby that is very common in teens is generally playing sports. Staying active in their schools or community gives them a sense of importance in life.
Hobbies help build confidence in teens. It’s as if they feel like they actually are in control of something they love to do. Hobbies keep teens from getting bored and provide stress relief. It seems that if teens today are more involved in activities, there wouldn’t be as much violence or criminal activity going on today.

About one-third of teens are unable to identify a talent, interest, or hobby that they are deeply emotional about.

Of those teens who say they have a passion about something, these passions include:

1. Participating in sports, athletics, or other physical activities: 28%
2. Participating in or leading art, dance, drama, music, writing, or other creative activities: 24%
3. Using computers, different gadgets, or other types of technology: 15%
4. Studying, reading, doing research, or other ways of learning: 7%
5. Being in nature, caring for animals, or participating in outdoor recreation: 6%
6. Doing religious or spiritual activities, or learning about religions: 5%
7. Working, running a business, or inventing things: 3%
8. Doing construction, architecture, or other types of mechanics or engineering: 3%
9. Volunteering, taking part in politics, etc.: 3%
10. Teaching, leading others, or public speaking: 2%
11. Other: 5%

Even once teens find out what their interests are, many don’t know how to develop them. Worse yet, about one in 5 teens indicate that someone has actively discouraged them from following their interest (friends, parents, teachers).

In short, it seems that most teens could use a lot more support and guidance from adults.

b) Find the words or phrases in the article that mean the following:

1) a feeling of assurance, especially of self-assurance, belief in one’s own abilities, belief in yourself and your abilities;
2) the act or an instance of violent action or behaviour, an act of aggression; 3) to take part, be or become actively involved, or be active in something; 4) show opposition to something, take away hope from someone, lower someone’s hope; 5) to inspire with hope, courage, or confidence; to give support to; 6) leadership, instruction, or direction.

c) Read the article again and decide whether the statements below are true or false according to the author. Correct the false statements.

1. Teenagers spend a lot of time in the virtual world. 2. People are different and so are their interests and hobbies. 3. Participating in sports is the most popular hobby. 4. Hobbies help to prevent crimes. 5. One in 3 young people do not know where their interests lie. 6. Volunteering is one of the unpopular hobbies. 7. More than half teenagers were supported by people around them. 8. Adults should provide help, advice and support to teenagers.

4. Work in pairs. Compare the statistics in the article with your list of activities from ex. 2a. Are they similar or different? Why is it so?

5. Discuss the questions below in pairs.

1. Do you participate in your school or community activities? Why (not)? Is this your hobby? What do you think of those who do/don’t?
2. Did anyone encourage you when you took up your hobby? Who was it? What do the people you look up to think about your hobby? Do you need their support?
3. Has anyone ever discouraged you from carrying on with your passion? Who was it? What exactly were you told? Has these people’s opinion influenced you in any way?

6. a) Work in groups. Read a question from the Yahoo!Answers and write your answer.

My parents are taking my hobby away, suggestions?

I love drawing, yet my parents think I can do something better with my time. They monitor me while I’m doing homework,
and they give out pencils and paper sparingly. This whole thing sounds STUPID, but it’s the truth. What should I do? Trance N.

b) Read out your solutions and vote for the best answer.

Lesson 5. TELL YOUR STORY

**Communicative area**: talking about one’s hobby

1. Work in pairs. Try to name a hobby for each letter of the alphabet. How far can you go?

   *E.g. a is for art, b is for bird-watching, ...*

2. a) Look at the pictures and discuss the questions below in pairs.

   1. What hobbies do the pictures illustrate? 2. What countries / cultures are they connected with? 3. Are they hard to do? 4. Do they require any special education and equipment? 5. Are these activities more suitable for girls or boys?

   b) **Listen to four teenagers** (Trish, Ready, Peter and Megan) **talking about their hobbies.** Match each speaker with the hobbies in the pictures above and name their hobbies.
c) ☞ Listen to the interviews again. What speaker(s):
1) say(s) how long they have had their hobby?
2) say(s) how or why they started?
3) talk(s) about the history of their hobby?
4) give(s) some technical information or details about their hobbies?
5) say(s) in what way is their hobby rewarding?
6) mention(s) the accident?
7) say(s) if their family support them?
8) say(s) what their plans for the future are?

3. a) Work in four groups. You are going to restore one of the interviews in your group. If necessary, listen to the interviews again and take notes.

b) Work together and try to restore the interview as close to the original as possible.

c) Choose the volunteer from your group to role-play the interview. Which group was closer to the original?

4. a) You are going to talk about your hobby. Take some minutes to consider the questions you would like to answer and the vocabulary you will need. Use ex. 2c for help.

b) Tell your group mates your hobby story. While listening to the other stories prepare 1–2 questions for the speaker.

Lesson 6. LIMERICK COMPETITION

**Communicative area:** appreciating humour
**Active vocabulary:** limerick, rhyme, rhythm

1. a) Look at the words below. What do they have in common?

- **lobby** (a large entrance or reception room)
- **knobby** (having knobs – a rounded control switch)
blobby (adj. from blob – soft shapeless mass)

snobby (big-headed, thinking oneself better than the others)

b) Can you add more words to the list?

2. a) Read some information about limericks. Have you ever heard or read any limerick?

A limerick is a kind of a witty, humorous, or nonsense poem, especially one in five-line meter with a strict rhyme scheme (AABBA). Lines 1, 2, and 5 rhyme. Lines 3 and 4 rhyme. Each line has a specific number of syllables, usually – 88558, or 99669. The form can be found in England as of the early years of the 18th century.

b) Read some limericks that took part in a poetry competition. What were the rules?

I once had a gerbil named Bobby
Who had an unusual hobby:
He chewed on a cord
And now – oh my lord –
Now all that’s left is a blobby.

There once was a sportsman named Bobby
And baseball was his only hobby
His team won a game
And he took the fame
So today Bobby is really snobby.

A young man called Left-handed Bobby
Spent some time going up with his hobby
In an air balloon
He flew to the moon
And fell on a rock, hard and knobby.

A certain young fellow, named Bobbie
Rode his horse back and forth in the lobby.
When the clerk said, “In doors
Is no place for a horse.”
He replied, “But you see, it’s my hobby.”
c) Check if all the limericks go by the rules of rhythm and rhyme.
d) Which of the limericks took the first prize?

3. a) Write your limerick for the competition. Read some tips before you start.

Before you begin writing your limerick, you’ll want to take some time to figure out a couple of important factors. You only have five lines in which to tell this story, so let’s break it down line by line.

1. In the first line you’ll want to introduce your main character and setting. Remember the weirder the setting, the funnier the limerick will be.
2. Come up with a list of words that rhyme with your end word in line one. In our situation the list is ready.
3. Continue describing your character situation in line two.
4. Lines three and four are the perfect place to show how the character’s situation went out of control.
5. Line five is the punchline!

b) Read out your limericks. Vote for the best one!

Lesson 7. PARTY IN FULL SWING

Communicative area: writing an invitation
Active vocabulary: housewarming, wedding, fundraising, fancy dress

1. a) Work in pairs. Make a list of as many types of parties as possible.
   E.g. Christmas party, pajamas party, etc.
   b) Discuss the questions below in pairs.
      1. What kind of parties have you been to? 2. Have you ever held a party? Did it go well? 3. Have you ever got or sent party invitations? Were they bought or hand-made?

2. a) Look at some popular invitations from Alice Clark’s website. Do you think her hobby is money-consuming?
As an interior designer and a mom, I have always needed to add extra detail and creativity to everything in my life. I started out just designing birthday invitations for my daughters, as I could never find what I was looking for. From there, my hobby has grown into others wanting me to design invites for them. So here it is: my brand new website www.lovebugs.com. Welcome!

b) What other hobbies can earn money? Do you know anyone whose hobby became a job?

3. Look at the invitations again and answer the questions below in pairs.

1. What kind of parties are they for? 2. Which of them are for formal / informal parties? How do you know? 3. Which of the parties would you like to go to? Why? 4. Which of the invitations is / are the most creative? 5. What makes these invitations popular?
4. a) Look through the advice below. Who is it for?

1. The first thing you should put on your invitation are the names of the party hosts or sponsoring organization. Your invitation wording should include the type of event (birthday party, business networking meeting, etc.) to which your guest is being invited.

2. The next item you should write on your invitation is the place where the event will be held. If guests are not from your local area, include a map to the location of your event.

3. Clearly write the date of your party, including date, day of the week and time of the party.

4. You’ll want to ask your guests to RSVP to your event, in order to let you know if they will be actually coming. Include with your invitation information telling your guests how to RSVP. This might be a phone number, email address, or response card.

5. List any party ‘rules’ if you have them. The invitation should clearly explain any themes and dress codes.

Specify if special dress is required such as black tie, business casual. Also, inform the guests if your party has theme such as the 60s or a pajama party.

6. Send invitations anywhere from 8–2 weeks in advance depending on the formality of the occasion. Weddings require the longest lead-time; casual dinners and brunches require the least.

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**What RSVP means**
The term RSVP comes from the French expression “répondez s’il vous plaît”, meaning “please respond”. It means the host needs a definite head count for the planned event.

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**Tips:**

*Sound excited!* If your words are dull and lifeless, than it’s a reasonable conclusion that your party will have the same mood. **Use humour.** Party is about having a good time, and your invitation should reflect that. Include a quote or joke to match the intended mood of the party.
Invent a theme. If you party doesn’t have a central theme, you can still invite guests to wear their best tropical shirt, baseball hat, or concert tee for guaranteed conversation starters. This simple instruction promises a lot of fun ahead!

Choose a great font. Whether you print your own invitations or simply write them out yourself, the font (or handwriting) can have a big effect on your message.

b) Read the advice carefully and look at the invitations in ex. 2 again. Find illustrations for each piece of advice in Alice Clark’s invitations.

5. Work in small groups. Make a draft invitation for one of the following parties.

A Royal Wedding  Traditional Tea Party
School Dance  Fundraising Party
Your Grandma’s Housewarming Party

Lesson 8. SUCCESS OR FAILURE

Communicative area: describing a party

1. a) Think of the best party you’ve been to. What made it so great? Imagine the worst party. Why do some parties fail?

b) Here’s a list of things that make any party fun according to British teenagers. Do you agree?

Black light dance, some rockin’ music, fun people, fancy dress costumes, lots of fattening food, party games, decorations, theme, fire / bubble / magic show, karaoke, bonfire or fireworks, clowns, discipline and simplicity.

c) Work in pairs. Put the items above in the order of importance.

2. a) Listen to two party stories and say how different or similar these stories are.
b) Listen to the stories again, copy the grid into your notebook and complete it.

<table>
<thead>
<tr>
<th>party</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>time and location</td>
<td></td>
</tr>
<tr>
<td>number of guests</td>
<td></td>
</tr>
<tr>
<td>food and drinks</td>
<td></td>
</tr>
<tr>
<td>activities</td>
<td></td>
</tr>
<tr>
<td>atmosphere</td>
<td></td>
</tr>
<tr>
<td>speaker’s mood</td>
<td></td>
</tr>
<tr>
<td>end of the party</td>
<td></td>
</tr>
</tbody>
</table>

c) Compare your notes in pairs. Try to restore the stories.

3. a) Fill in the table with the information about a party you’ve been to.

b) Tell your partner about the party and swap notes with your partner.

c) Tell your new partner the party story you’ve heard. Use the notes you’ve got for help. Then swap notes with your new partner. Continue until you hear all the stories.

4. Work as a class. Share the interesting information you remember about your classmates’ party experience.

--- Project: Scrapbooking ---

You are going to make a Hobby Scrapbook. Read some information about scrapbooking and make a list of things you will need for your work.

If you have a lot of pictures and mementos just stashed away in a box on your shelf, then it is time to take them out. These pictures usually reflect your hobbies, your youth, vacations, or photos of loved ones. Pictures say a thousand words but what is the use of them if they sit in a box under your bed. It’s time to get them out and create a scrapbook!

Here are some quick and simple steps to making the perfect scrapbook for the person on the go, who is not looking to spend a lot of money!

Scrapbooks can be addictive. Once you make one, you will want to make more. The more you make, the more items you will
want to put on the pages for decoration and detail. On a special event, keep a note on where you went, anything specific that you did when you were there and, of course, funny moments.

**Organize the photos and mementos.** A scrapbook can contain pictures, movie tickets, programmes, invitations, party favours, business cards, basically anything that will lie flat when the book is closed.

**Decide on a theme for your scrapbook.** Themes can be related, like a scrapbook on world travel, which is more specific. The other type is a family scrapbook, which probably has a variety of themes. These themes can include: birthdays, first job, Christmas, a get-together with the family, special events, new home, graduation, new baby, first day of school, or wedding.

**Determine what size album to get.** Choose your patterns and designs.

**Carefully measure and plan your page.** You can write your plan down on a piece of paper, so you will not forget how you want to layout each page. You can use a lot of pictures on your pages or include concert tickets, programmes, etc. You can also write special stories, poems, or phrases on your pages. Stickers and ribbon work great. Any small souvenir, membership card or ticket helps you remember the times and enjoy your page even more.

**Project Preparation**

**Implement your plan and make a scrapbook.**

Scrapbooks can be found in various styles and colours at most stores, supermarkets, craft stores and online stores. But, you can always create your own, especially if it’s been made for a special occasion and needs a few pages only.

**Some more tips:**
- Acid-free glue can keep your pictures from turning yellow.
- Add some writing, especially dates and a big heading. It adds value to the photographs used.
• Don’t crowd the page too much, sometimes simpler is better.
• Gather as many pictures as you can to assemble a book of memories. Look at other scrapbooks and think up ideas of how you want to organize your scrapbook.
• Using other crafts like little leaves, creative paper and pop-up stickers can really enhance your photos. You can also use scraps and junk from around your house. You never know what you can use to make your page look great.
• Develop your pictures sooner than later. The faster you get your scrapbook done, the easier it will be and the more detailed it will become.

Present your scrapbook to class. Did you learn anything new about your hobby when making a scrapbook?
Unit 7. ENTERTAINMENT

Lesson 1. THEATRE, CINEMA, MUSEUM...

Communicative area: giving opinion
Active vocabulary: antiques, set, display, sculptures, performance, the Renaissance, audience, comedy, movie, motion pictures, tragedy

1. Work in pairs. Describe the pictures below. What do they have in common?

2. a) Work in pairs. Put the words from the list below into three groups: THEATRE, CINEMA, MUSEUM.

Character, guide, romantic, thriller, background music, perform, documentary, rehearse, stage, release, review, exhibit, excursion, seat, classic, director, filmscript, play, producer, exhibition, violent, fan, medieval, guard, actor.

b) Add more words to each list.

3. a) Listen to some information about the history of cinema, theatre and museum. Follow along in the book. What is the earliest form of entertainment? When did they become open for the public?

A. Early museums began as the private collections of wealthy individuals, families or institutions of art and rare or curious natural and manmade objects. These were often displayed in so-called wonder rooms or cabinets of curiosities. The oldest such museum in evidence was Ennigaldi-Nanna’s museum, dating from c. 530 BC and devoted to Mesopotamian antiques.
The oldest public museums in the world opened in Rome during the Renaissance. The Capitoline Museums, the oldest public collection of art in the world, began in 1471 when Pope Sixtus IV donated a group of important ancient sculptures to the people of Rome. However, many significant museums in the world were not founded until the 18th century and the Age of Enlightenment.

B. The history of theatre charts the development of theatre over the past 2,500 years. Since classical Athens in the 6th century BC, colourful traditions of theatre have flourished in cultures across the world.

Greek theatre, most developed in Athens, is the root of the Western tradition; theatre is in origin a Greek word. It was part of a broader culture of performance in classical Greece that included festivals, religious rituals, politics, athletics and gymnastics, music, poetry, weddings and funerals. Participation in the city-state’s many festivals – and attendance at the City Dionysia as an audience member (or even as a participant in the theatrical productions) in particular – was an important part of citizenship. The theatre of ancient Greece consisted of three types of drama: tragedy, comedy, and the satyr play.

C. The cinema was invented during the 1890s, during the Industrial Revolution. It was considered a cheaper, simpler way to provide entertainment to the masses. Theatre and dance are ancient predecessors of film and include many common elements: scripts, sets, lighting, costumes, direction, choreography, and music. The Lumiere brothers gave their first show of projected pictures to an audience in Paris in December 1895.

The first public exhibition of projected motion pictures (“movies” or “films”) was in the USA at Koster and Bial’s Music Hall in New York City in April, 1896. However, the first cinema (movie theatre) dedicated exclusively to showing motion pictures was Vitasecope Hall, established on Canal Street, New Orleans, in July, 1896 – it was converted from a vacant store. This 72-seat theatre was designed from scratch solely to show motion pictures. The theatre remained open for two years making it the first permanent, purpose built movie theatre in the world.

b) Look at the texts again and decide if the explanations below are true.
a) Cabinets of curiosities or wonder rooms served as first exhibition centres. b) The oldest public museums in the world opened in Rome during the 14th century at the period of the humanistic revival of classical art, architecture, literature, and learning. c) Since classical Athens theatre has become popular in cultures across the world. d) All citizens of City Dionysia had to participate in local performances. e) Theatre and dance appeared as the form of film. f) The first film was shown to the public in 1896. g) Vitascope Hall was constructed especially for showing films.

4. a) Match the words in bold in ex. 3 with their definitions:

   a) the period of cultural rebirth from the 14th through the middle of the 17th century that originated in Italy and later spread throughout Europe;
   b) the act or style of performing a work or role before an audience;
   c) objects belonging to ancient times, especially of ancient Greece or Rome;
   d) a dramatic or other work of light and amusing character;
   e) the spectators or listeners assembled at a performance, for example, or attracted by a radio or television programme;
   f) a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement;
   g) the scenery and special objects used in and identifying the location of a stage or television production, film, etc.;
   h) to present to public or hold up to view;
   i) a three-dimensional work of plastic art created by shaping stone or wood or any other hard material;
   j) any dramatic or literary composition dealing with serious themes and ending with disaster;
   k) a film; motion picture.

   b) Complete the sentences below with the words in bold from the texts. Put the words into correct form.

   1. David, by Michelangelo is a masterpiece of ....... 2. All .... are finished by a death, all .... are ended by a marriage. 3. He collects .... 4. They worked all night painting the .... for the morning .... 5. The Metropolitan Museum is .... Goya’s works
this month. 6. Professor Valentine Dorrimore, the hypnotist, had a large ... last night. 7. It was there that I saw my first ... .

c) Discuss the questions below in pairs.
1. When was the last time you visited a museum? What was on display? 2. Can you name any artists or famous creations of the Renaissance? 3. Do you have a school theatre or drama lessons? Who makes the sets for the performances? 4. If you don’t have a theatre, would you like to have one? Would you act on stage, direct, help with sets or be a part of the audience? 5. What kind of play would you watch: a comedy or a tragedy? Can you give some examples of each type? 6. How often do you go to the movies? What kind of films do you prefer?

5. What do you prefer: theatre, cinema or museum? Why? Be ready to voice your opinion.

Lesson 2. BLUE CAT PEOPLE 3D

Communicative area: sharing information, discussing a film review
Active vocabulary: expectations, to expect, 3D, soundtrack, plot

1. Where are these pictures taken from? Have you watched the movie? What’s so special about it?

2. a) You are going to read the Avatar review. Make a list of adjectives you expect to find there.
   
   b) Read the review. Is it generally positive or negative? Is it fair and well-balanced?

If you haven’t yet seen this epic Sci-Fi action film, cancel your plans for this weekend and get tickets for this unbelievable film. Be sure not to settle for the traditional movie theatre version; it’s worth every penny to see the 3D version.
If you think this movie isn’t your “type”, you are wrong. *Avatar* will suit all movie-goers from many genres. You want action? *Avatar* takes the audience on adventures through the jungles of Pandora, using the 3D to draw the audience further into the experience. If you’re into Science-Fiction, you’ll be amazed by the special effects and detail used to create the blue-skinned Na’vi inhabitants. Even the love-story is sure to catch the heart of any romance movie-goer as Neytiri becomes Jake’s guide, and we see that his “blue-skinned brothers” become more real to him than other humans like him.

Directed by James Cameron, *Avatar*’s immediate success was much expected. Other well-known movies directed by Cameron include *Titanic*, *Aliens*, and *Terminator I & II*, so it’s no surprise that *Avatar* had expectations to meet. To the viewer’s surprise, however, this movie exceeds any expectations that they may have made from just seeing the trailer. The actors also delivered a heart breaking performance that captivated everyone in the theatre. The amazing soundtrack that included Leona Lewis’ beautiful rendition of “I See You” was the icing on an already delicious cake.

Starring Sam Worthington as Jake Sully, the story’s paraplegic main character lives an eventless life in his wheelchair. Chance literally knocks him out of his chair when he is taken to the world of Pandora. Through his Avatar in this entirely different world, Jake has complete freedom to do things that he was limited to on Earth. It’s no surprise he falls in love with the land and the people. As the audience, we are able to see this transformation happen in Jake, and see how much he is influenced by the world of Pandora. Not only do we see his character change, but we also watch other characters as they undergo development throughout the story. Neytiri, played by Zoe Saldana, and Dr Grace, played by Sigourney Weaver, are two of the characters we follow through the movie.

The character’s development continues as the story switches between the natural world and Pandora. The carry-over to the fantasy world seems so real, it’s almost believable that such a world as Pandora exists.

As incredible as the movie is, it seems never-ending. The overall story seems like any other old story we’ve all seen be-
fore. From just the trailer, it is quite clear that the relationship between Jake and Neytiri is sure to be more than just friendly. This aspect of the film, I have to admit, is similar to Pocahontas, and the “Colours of the Wind” started playing in the back of my head when Neytiri was teaching Jake about Pandora. However, despite the criticism of some people, I do not think the similarities that Avatar has to other stories takes away from the beauty of the film.

Putting these few down-sides aside, Avatar is an incredible cinematic achievement: the story, animation, and acting are captivating. Almost every aspect of this movie is so perfectly arranged, all together creating one of the most memorable films produced. The experience of watching Avatar will take you to an entirely different world, one that everyone should take part in.

By Gillian, Northborough, MA

c) What are the following names? Check in the review.

Jake, Avatar, Terminator, Dr Grace, Sam Worthington, Na’vi, Titanic, James Cameron, Neytiri, Pocahontas, Pandora, Sigourney Weaver, Aliens, Leona Lewis.

d) Discuss the questions below in pairs.

1. How does the author describe the movie? Did you guess any adjectives used in the review? 2. What special effects does she mention? Find all the descriptions in the review. 3. What does the author say about the soundtrack? 4. What disadvantages of the film does she name? 5. Is the plot (story) fully described in the review? What events are depicted? Is it clear why Jake gets to Pandora / why humans are interested in the planet / how life of Na’vi people is different / what romantic story develops in the plot? 6. Could you add any information to the plot? 7. If you haven’t watched the film, would you like to watch it? Would you watch a DVD or 3D version? 8. If you have watched the film, would you recommend it to your friends? Do you agree with the review? Would you watch Avatar again? Why (not)?

3. a) Look how the verb to expect is used in the review. What noun is formed from this verb? What collocations are used? What do they mean?

b) Complete the sentences below using the words and phrases in the box.
fully / not really / half expect, expect a lot / too much of, when you least expect, against expectations, come up to / live up to / meet / exceed expectations

My parents ... expect us to get married. I was surprised because I did ... expect them to come. I was ... expecting to see Jim fail at the concert, as I have never seen him rehearse. I think my parents always expected ... me. An accident can happen anywhere, at any time, just ... expect it. ... all expectations, she was enjoying herself. Her new car has not ... her expectations. The reality of the holiday ... our expectations. We were enjoying every single minute of it.

4. Play the True or False game in pairs. Use the cards the teacher has given you. Do not show your card to your partner.

Listen to your partner read out a fact about Avatar. Say whether you think it’s true or false. Count how many facts your guess was right. Then change roles.

Lesson 3. FUTURE OF CINEMA

Communicative area: collecting and analysing statistics
Active vocabulary: sequel

1. a) Match the film titles to the posters.

Harry Potter and the Deathly Hallows: Part 2
Transformers: Dark of the Moon
Pirates of the Caribbean: On Stranger Tides
b) Discuss the questions below in pairs.

1. Have you watched any of the films above? Can you name other films of the series? 2. Did you watch the films in 2D or 3D format? 3. Did you enjoy the movies?

2. Read some statistics about the popularity of 3D format in Britain. Are there any surprising facts?

British cinemagoers have suggested that the hype about 3D films is just a phase, according to a new survey by YouGov.

Of the 2,796 adult film goers surveyed, a shocking 41 per cent stated that “3D films are just a trick to attract attention, and don’t improve a film”.

Just 22 per cent felt 3D improved the overall cinema experience, but 47 per cent admitted that if a film was being shown in both 3D and 2D at the same time, at the same price, they would choose the 3D option. Price does not appear to be an issue for more than a third of cinema goers who said that even if the more expensive 3D films tickets were the same price as their 2D counterparts, they would rather see a film in the traditional two dimensional format.

The survey also revealed that 52 per cent of participants would be more likely to watch a 3D film if they didn’t need to wear glasses. Despite the public’s seeming indifference to 3D films, three of the year’s most popular movies – Harry Potter and the Deathly Hallows: Part 2, Transformers: Dark of the Moon, and Pirates of the Caribbean: On Stranger Tides – have all been produced using 3D technology. However, the findings suggest people “may not have flocked to films such as these because of their new 3D look”, but were attracted by reviews and advertising of the sequels.

3. a) Work in pairs. You are going to listen to James Cameron being interviewed on the future of the cinema. Look at the list of questions asked. Can you predict any of the director’s answers?

1. Why doesn’t the Avatar DVD have 3D?
2. How has technology developed since your first experience with motion pictures?
3. Will you be making movies in 40 years?
4. How do you see technology changing for the Avatar sequel?
5. Will Hollywood still be the filmmaking capital of the world in 40 years?
6. In 40 years, will people see movies in theatres, or will everyone be watching from home on computers with 3D capacity?

b) Listen to James Cameron’s answers and put the questions into the right order.

c) Check your memory. Complete the summaries of James Cameron’s answers to the questions above.

1. They did not use any / used some of the techniques from 1984 to film Avatar. Still the job of a film director remained the same / changed completely: to tell the story using images and sounds.
2. They have been planning to film sequels / one movie with all the new technology they created / they are planning to develop.
3. James Cameron is optimistic / pessimistic about the future of cinema. He believes people enjoy watching films together as a group / at home in comfort.
4. The technology for watching 3D at home is not developed / cheap enough yet, though it’s a question of a couple of / 10 years. The problem is the number / quality of films and programmes made for 3D TVs.
5. James Cameron says that China and Russia are likely / unlikely to replace Hollywood as the centre of global entertainment. Other filmmakers turn there for money especially if they plan to make the movies for their own markets / shown worldwide.
6. He is / Until he’s 96.

d) Listen again and check your ideas.

4. Work in pairs. Compare the statistics results with James Cameron’s predictions.

5. a) You are going to make up your class statistics report. Choose one of the questions below to ask your classmates. Then walk around and collect the answers.

b) Look back at the statistics in ex. 2. Find all the phrases that help build the report. Use them to make up a statement for your report.

c) Put the information together to write your class statistics report.
Lesson 4. CINEMA VS THEATRE

Communicative area: giving opinion
Active vocabulary: visual

1. Which of the following genres do you typically associate with theatre performance? Which ones with movies?
   Musical, comedy, melodrama, tragedy, opera, mystery, fantasy, science-fiction, documentary, pantomime, puppet show, romantic comedy, soap opera, horror, adventure, drama, historical, war, ballet.

2. a) Since the invention of cinema the death of theatre as a form of art has been predicted. Complete the following statements with either ‘theatre’ or ‘cinema’.

1. ... tends to be more aristocratic while ... is aimed mostly at mass audience. I doubt that any film will be around as long as a play written in the nineteen century.
   The major difference is in the fact that ... speaks to millions at the same time whereas a ... performance to a few hundred. ... s will never have a problem with bringing in big business money.

2. There is a fundamental difference when we contrast ... to ... (and it has nothing to do with technical differences) – it is in the relationship of the actor to the audience.

3. ... also has a democratic element that ... cannot have. Something is happening on stage in front of you and the audience has the possibility of showing their reaction, communicating their feelings. That makes each performance original.

4. The performance of emotion is the most difficult aspect of film acting: while the ... actor can use enlarged gestures and loud voice to express emotion, the ... actor must rely on tiny facial ticks and lifts of the eyebrow to create a believable character.

5. Of course, more people go to the ... just because it offers more visual entertainment through visual effects, whereas ... offers more speech and real eye-contact.

6. ... is different from all other forms of visual presentation because it is live.
b) Listen and check your ideas.

c) Discuss the questions below in small groups.

1. Do you believe that theatre is more aristocratic or even snobbish than cinema? Why? 2. Why is it easier for film than theatre directors to find money for their projects? 3. What is the relationship between performers and audience in the theatre and in the cinema? 4. Which statements claim that a film actor has to be more skilful? Why? 5. In what way is every theatre performance different? 6. Which of the statements prove that theatre is here to stay? Do you agree? Why (not)? 7. What statements don’t you support? Why?

3. a) Look through some replies at Yahoo! Answers. What was the question?

1. I’ll always choose a live performance over a recorded one. In theatrical productions, there’s actually a kind of energy between the performers and the audience that’s absolutely fascinating (unless it’s a terrible performance).
2. I mainly go to the cinema, but after a while I get a real hunger for staged drama and have to go to the theatre.
3. Theatre. It tends to be more detailed than cinema because it’s usually created for theatre goers who on the whole are a small and educated company rather than the unwashed masses that go to the cinema.
4. It depends. I am a movie lover, but I love a great play on stage. Phantom of the Opera was better on stage than it was as a movie for example, but The Godfather would not work as well on stage as it did on film. :)  
5. Going to the theatre is a unique experience. The atmosphere is always very different to that of a cinema. Seeing live performances, especially that of actors in a play, is completely different to watching them on screen. There is a magnetism and skill which are easy to notice. Live music is always a bonus. It always gets the audience in the mood.
6. Do you mean a theatre, like a live performance? I would prefer a live performance such as Broadway over a movie any day. The sets and acting is just simply amazing. A movie could never replace what a live act puts on the table.
7. I personally like both on the same level. If we are to compare them on the level of enjoyment it provides, I would say theatres are better. When you watch a movie a second time it will have the same plot, the same reactions and speech but at theatres only the plot remains the same.

8. I like cinema. But theatre? I just don’t get it. I went to the theatre the other night and had to give up my eating, drinking and talking time to watch a bunch of people jumping around on stage for three hours dressed up in stupid costumes and singing stupid songs out of tune and making stupid jokes. If people behaved that way in real life, everybody would think they were mad. Every time I’ve been to the theatre I just can’t wait for the final curtain. And then it’s normally too late for a good meal. What a waste of time!

9. The theatre is so rich in what it offers. We are lucky to have literature dating back over a couple of thousand years and much of this has been translated into a form which can be presented in the theatre. It’s great to go with friends, interested groups or even on your own as the audience becomes part of the experience of the theatre. It’s a social thing. Watching a DVD is alright but going out to the theatre is something you can dress up for and meet other people.

10. I am fond of going to the movies, especially if they have a movie playing in 3D. Recently, I went to the movies with my family and got a bag of popcorn plus some drinks. You won’t believe it but these days a large bag of popcorn costs $17 where I live. Although, if you do enjoy the movie it is definitely worth it! When I went I saw the final sequel to Final Destination.

b) Read the answers and discuss the questions below in pairs.

1. How many people prefer movies over theatre? What are their reasons? 2. How many people choose theatre? Why? 3. Which opinions in ex. 3 could the statements in ex. 2 complete? 4. Are there any ideas seem absurd or silly to you? 5. Which statements sound as if you could have said them?

c) Look at the texts again. Find the following words and phrases.

a) The phrases that help speakers introduce their opinion. b) The words and phrases that are used to link statements together. c) The ones that help add up the information. d) The ones
that help compare and contrast ideas. e) The adverbs and clauses that say how often and why something happens. f) The adjectives that make the speaker’s opinions sound more emotional.

4. Imagine you are answering the same question on yahoo.answers. Write down your answer.

Lesson 5. TEEN PROJECT

<table>
<thead>
<tr>
<th>Communicative area: explaining, analysing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active vocabulary: celebrity</td>
</tr>
<tr>
<td>Active grammar: types of infinitive</td>
</tr>
</tbody>
</table>

1. a) Look at the poster below. Find the following information:

- Title of the performance
- Dates
- Author of the play
- Type of the performance
- Plot
- Director(s)
- Ticket price
- Theatre name

Kitty, Rochelle, Hannah and Sinita dream of becoming stars, but first that means dumping zitty boyfriends Jake, Dan, Tyson and Freddy and dating A-list celebs. A mixture of romance, thrills and tense decisions, it tackles obsession with celebrity in the world of today.

Debut perfomance by local 17 year olds, Madolyn Bartlett and Natasha Rose.

Tickets £3–£6 (£2–£5 concessions).

b) Work in pairs. Retell the plot of the play in your own words. Can you guess what the title of the performance mean?

2. a) Look through the BBC news article about the performance. What’s unusual about the performance?

Curtain up for teen girls’ theatre project

“It’s all about the mania for celebrities and fame,” teenage theatre company directors, Madolyn Bartlett and Natasha Rose sum up their debut show.

The 17-year-olds have produced, directed and set up their own company for the play which runs for two nights.
The girls’ aim was to show that theatre could still be recognized as modern and interesting: “About celebrities and things teenagers like.”

Star-Break theatre began nearly two years ago after they applied for Portsmouth City Council’s grant for teenagers.

**Behind the scenes**

Actually managing and running the company has turned out to be a huge adventure for the friends who were used to being on stage: “We always went for the lead roles. We always acted, but we should have seen what went on behind the scenes as well,” said Madolyn.

“We just turned up and danced and sang and went home. Then you realise there’s the set, costumes, hair, make-up, lighting, sound, projection and on top of that there’s the business side of things to be managed, the budgets and the licences.”

After all their hard work, the girls have seen their dream become reality at the city’s New Theatre Royal. “It was just amazing to be walking down the road seeing our poster outside the theatre,” Madolyn added.

Wanting to put on something for young people, they chose the play, “Totally Over You” by Mark Ravenhill.

**Celebrity obsession**

“He’s known to be quite an eccentric playwright, besides, he’s highly respected within teenage circles. We wanted to show that theatre can still be fashionable and enjoyable, about celebrities and things teenagers like,” Madolyn said.

The girl’s families seem to have been participating along the way. Madolyn’s grandad’s garage became the main residence for the show’s set. While her dad, who works as a gardener, was given the task of building the sets.

“We decided to construct a moving set, me and Tash designed it and then my dad told us what was realistic!”

“**Totally Over You**” by Mark Ravenhill runs at Portsmouth’s New Theatre Royal on Thursday 22 and Friday 23 July at 1930 BST.
b) Find the information in the article that proves the following statements.

1. This is the first performance of the theatre. 2. The show is aimed at young people. 3. The girls didn’t use their own money to set up the company. 4. Dealing with business issues wasn’t an easy thing. 5. One of the most rewarding moments was seeing the announcement for the first night show. 6. The teenage girls did lots of different work to make their dream come true. 7. Mark Ravenhill is a fashionable playwright. 8. The girls got total support from their families.

c) Do you find the teens’ project inspiring? Why (not)? Would you go and watch the performance if you had a chance? Why (not)?

3. a) Look at the words in italics in the article. What verb forms are they?

b) Study the information in the grammar reference on the topic and answer the questions below.

a) What are the active infinitive types?
b) What does the passive infinitive express?
c) Which types of the infinitive are most frequently used?
d) How do you make a a) Simple Infinitive; b) Continuous Infinitive; c) Perfect Infinitive; d) Perfect Continuous Infinitive; e) Simple Infinitive Passive; f) Perfect Infinitive Passive?
e) Which infinitive is used after modal verbs to express criticism or regret about the past?

c) Name different types of infinitive used in the article.

4. Choose the correct alternative in each case.

1. Where is Mike? He might be / have been at the rehearsal.
2. He couldn’t be dancing / have been dancing with Jane. She wasn’t at the afterparty. 3. He’s not answering the phone. He could be sleeping / sleep now. 4. I know him to have been learning / to have learned Drama for many years. 5. This work could be done / have done tomorrow. 6. I really don’t know where he could have been / be last week. 7. They might have been sleeping / be sleeping when she called them in the morning. 8. He
can’t have taken / have been taken the money! 9. You must be joking / joke! 10. I didn’t expect to be invited / to invite.

5. Complete the following statements with your own ideas about theatre or cinema. Make 2–3 false statements.

1. I’m always happy to be presented a ticket to ...
2. My best friend is said to ...
3. When I go to the theatre I expect the performance/actors/ audience to...
4. In my family going to the movies is believed to be ...
5. I would never agree to play a part of ...
6. I know the celebrities to be ...
7. In my opinion theatre is fun to ...

Lesson 6. BELARUS BOLSHOI

Communicative area: describing a visit to the theatre

1. Have you ever been to the National Academic Bolshoi Opera and Ballet Theatre of the Republic of Belarus?

2. a) Match the titles from the repertoire of Opera and Ballet Theatre in Minsk with their photos and short descriptions.
The Magic Flute *Wolfgang Amadeus Mozart* (opera in 2 acts)
Carmina Burana *Carl Orff* (vocally-choreographic performance in one act)
Aida *Giuseppe Verdi* (opera in 4 acts)
King Stach’s Wild Hunt *Vladimir Soltan* (opera in 2 acts)
The Fountain of Bakchisarai *Boris Asafjev* (ballet in 3 acts)

a) a tragic story of love and jealousy created after a romantic poem of Alexander Pushkin. During the Tartar invasions of Poland Khan Ghirei kidnaps the daughter of a Polish lord, Maria. In Bakchisarai, in the harem, the girl cries over her fate, and rejects the love of the Khan. She dies, however, from the hand of Ghirei’s jealous harem wife.

b) The opera was written in 1870 by Verdi under the order of the Egyptian government and dedicated to the opening of Suez Canal.

The action takes place during a war between Ethiopians and Egyptians. Dramatic events develop against the background of love of Aida, the daughter of the Ethiopian leader, to an enemy.

c) a fairy-tale story of love between Prince Tamino and daughter of the Queen of the Night, Princess Pamina. Tamino has to go through many trials and pain to prove his devotion. This optimistic opera is the last and most loved work of Mozart. The plot is based on K. Wiland’s Lulu tale.

d) This is how the manuscript, which was written for about 1300 years ago is called. The manuscript contains more than 250 poems of unknown poets on various topics, of which Carl Orff chose 24 poems about love, spring, drinking and satirical songs and several hymn-like strophes. After the premiere the composer told his publisher: “Everything that I have written before, and you, unfortunately, have published, you can destroy”.

e) Polesye, 1900. Andrey Beloretskiy, the historian and folklore collector, gets to the age-old estate “Marsh Spruces”, where
he meets Nadezhda Yanovskaya – the house owner and the last of the representatives of the once rich and noble family of the Yanovski’s. The girl is worn out with the horror – silent steps are heard in the house, and outside, in the autumn rain sinister voices sing – wild hunt headed by the ‘revived’ King Stakh...

b) Discuss the questions below in pairs.

1. Have you seen any of the performances above? 2. Do you prefer opera or ballet? Why? Can you describe both types of performances? 3. Which of the shows above would you watch? 4. Why haven’t you chosen the other performances?

3. a) You are going to listen to the history of the National Academic Bolshoi Opera and Ballet Theatre. Look at the names below. Have you heard any of them before? What do they have to do with the theatre?


b) Listen to the history of the National Academic Bolshoi Opera and Ballet Theatre of the Republic of Belarus. Copy the grid and fill it with the necessary information.

<table>
<thead>
<tr>
<th>history began</th>
<th>(date, location)</th>
<th>first national ballet</th>
<th>(date, performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>theatre opened</td>
<td>(date, performance)</td>
<td>World War II</td>
<td>(activities)</td>
</tr>
<tr>
<td>the modern building</td>
<td>(date, architect)</td>
<td>new season opened</td>
<td>(date, performance)</td>
</tr>
<tr>
<td>first opera staged</td>
<td>(performance, composer)</td>
<td>Yevgueni Glebov</td>
<td>(job, works)</td>
</tr>
</tbody>
</table>
c) Decide if the statements below are true or false. Correct the false statements.

1. In the 20s the National Drama theatre had the opera and ballet troupe and staged musical-drama performances, parts of operas and ballets.
2. The National Studio of opera and ballet, founded in 1930, was headed by a famous singer Shalyapin, who had worked in Mariinsky Theatre before.
3. The production of the ballet “Nightingale” was an important event for the theatre, because it combined classical dance and Belarusian folk dance.
4. The theatre often gave performances in the Bolshoi theatre in Moscow.
5. The most famous operas staged in this theatre include “Dream”, “The Alpine Ballad” and “The Chosen One” by Yevgueni Glebov.
6. The most popular performances in Belarus are the opera by Alexander Borodin “Prince Igor”, George Bizet’s “Carmen”, “Traviata” by Giuseppe Verdi and, certainly, Russian opera smash hit “Eugene Onegin” of Peter Tchaikovsky.
7. For the last 15 years the theatre troupe has found lots of fans all around the world.

d) Listen to the information again and check your answers.

4. Use the table (ex. 3b) to restore the history of the National Academic Bolshoi Opera and Ballet Theatre in pairs.

5. Describe your impressions of a play (opera, ballet) you have seen lately. Follow the plan below.

1. Going to the theatre. (Why did you choose this performance? How did you get the tickets? Where were your seats? Was the house full?)
2. The play. (Was it enjoyable? What was particularly interesting? What didn’t you like about it?)
3. The acting. (Was the acting good? Whose acting did you like most? Which do you think was the most exciting scene?)
4. The production. (Did the production help the audience to catch the main idea of the play?)
5. Designing. (Did you like the sets? How were the light and sound effects used?)
6. The audience. (What kind of people did it consist of? How did they receive the performance?)

Lesson 7. A MUSEUM REVIEW

Communicative area: reviewing a museum, sharing experience
Active vocabulary: incredible, fabulous, outstanding, stunning, spectacular, terrific

1. a) There are so many ways of entertainment around, so if you had a spare day, would you go to a museum? Why (not)? Why do people visit museums?

b) Listen to Kim Kenney, a curator in the Ogden art museum. Does she have the same opinion?

c) Use the prompts below and your own ideas to describe what you have experienced through visiting museums.
I have been / seen / stood / looked at...

2. a) Look at the pictures below. What kind of museums could they be taken in?

fractals      Jasper Johns, Flag, detail      front pages wall

Правообладатель Вышэйшая школа
b) Look through the museum reviews below and match them to the pictures. Where your guesses right?

The Museum of Modern Art New York

While in New York City during Thanksgiving break, my family and I visited the Museum of Modern Art (popularly called MoMa), on West 53rd Street. The art collection consists of over one hundred thousand paintings, sculptures, drawings, prints, photographs, architectural models and plans and design objects, most of which were given as gifts to the museum. The museum also has many of the more famous modern artwork including Van Gogh’s “The Starry Night,” Picasso’s “Three Musicians” and Dali’s “The Persistence of Memory”.

The special exhibition that day featured the work of an American artist, Jasper Johns. His work has been described as “unclear” and “enigmatic”. His most famous work is called “Flag”, which is a painting of the American flag mounted on three plywood panels. Many of his works are very intricate and detailed. I found Jasper Johns’ artwork very interesting and unique.

I really enjoyed visiting MoMA. Seeing many of the original paintings that I had previously only seen photographs or posters of was truly incredible. I would definitely recommend that anyone who goes to New York City and has an interest in modern art should visit the Museum of Modern Art and see its fabulous collection.

Newseum – Washington, DC

The Newseum is a museum that explains the process of gathering and reporting the news. The museum building itself is spectacular and is located in a stunning spot: windows and a balcony at the Newseum offer a picture-perfect view of the Capitol and a panoramic view all around.

I started with a brief orientation video on the lowest floor, which advised me to start my visit to the Newseum on the sixth (top) floor. I decided that I wanted to see the 3D movie first, and that was a lot of fun. There’s no extra charge and it really is both educational and good 3D, even if the acting won’t win any awards. After the 3D movie, I looked through the exhibits on the Berlin Wall and the Sept. 11 terrorist attack, both of
which were extremely involving. There is a wall of front pages from worldwide newspapers dated Sept. 12, which looks powerful and somber.

I then went up to the sixth floor to finish the rest of the Newseum. There were highlights on every floor, and something to make me pause and read every few steps. There is a lot of technology in the Newseum, including many projection displays with well-known people discussing every aspect of the news and our culture. I have always been interested in the news, so this stuff was all fascinating. The video quality at these displays was very advanced and the sound was good, too.

The Newseum surprised me. I was expecting a good museum but it is a GREAT museum. There were literally things that made me stop and think every few feet. One example was a display of Pulitzer Prize winning photographs, all of which were absolutely terrific. From one room to the next, the Newseum showed cultural treasures in clear and interesting ways.

I strongly recommend the Newseum.

The Computer Museum

The Computer Museum claims to be the only museum of its kind. Anyway, it’s a great way to spend a day. Most people are slightly confused when entering the museum and immediately going up five flights in a huge lift. The reasons? The Computer Museum is located on the top floors of the building it shares with The Children’s Museum. Once the museum-goer gets inside, he/she might be discouraged by the fact that all the “toys” seem to be taken. But, don’t worry, there are plenty more computers just a little walk away. Although there were a large number of exhibits not working, there were still plenty left to choose from. There are dozens of computers running all kinds of programmes, including robotics, a programme that randomly draws human figures, programmes that produce fractals, and many others. One outstanding exhibit is a walk-through computer that actually runs a programme and shows descriptions of how the computer is working. Another excellent exhibit shows the practical use of robots and computers.

The Computer Museum is great both for computer fans, and for those who know nothing about computers. Not only are
there lots of great exhibits, but one of the main problems with museums is solved: foot fatigue. With seats in front of each computer there are lots of opportunities to sit down. The Computer Museum is certainly worth a day in.

c) Read the reviews and answer the questions about each of the museums.


3. Look at the way the reviews are written and complete the vocabulary activities below.

1. Which of the reviews sounds more formal? Why? 2. Which one is the most informal? Why? 3. What about the third review? Find the phrases that prove your point.

4. a) Look at the adjectives in bold (ex. 2b). What do they add to the reviews? Match the adjectives with their definitions below.

1) something that influences you, makes you participate
2) strikingly beautiful or attractive, extremely surprising
3) sensational in appearance or thrilling in effect, dramatic
4) extraordinarily good or great
5) almost unbelievable; legendary
6) different from others in excellence
7) arousing great interest, capturing attention
8) beyond belief or understanding; unbelievable

b) Find more adjectives to add to the list in the review.


5. Find the phrases that help the reviewer express their opinion.

6. Find the lines used to give recommendations to the reader.
7. Which of the museums would you choose for a day out? Why?

8. Think of a museum you’ve been to and enjoyed a lot. Write a draft version of the museum review. Use the reviews above and the questions in ex. 2c for help.

Lesson 8. TOP 10 MUSEUMS

Communicative area: talking about top world museums

1. a) There are many different kinds of museums to visit. Look at a list of what you might find while you’re out exploring! Work in pairs to add more examples to each group.

   **History Museum:** It can be housed in modern buildings or inside a historic site. Collections document the history of a specific region, time period, or other theme. (The Henry Ford, Smithsonian National Museum of American History...)

   **Historic House:** A historic house is furnished in period décor and usually illustrates a fairly narrow aspect of history. They often commemorate a famous person or a historical or regional event. (Marc Chagall Museum, Buckingham Palace.)

   **Art Museum:** Art museums feature fine arts collections including paintings, sculptures, furniture and other decorative arts. Many art museums have highly specialized collecting objectives. (Boston Museum of Fine Arts, The Met.)

   **Open Air Museum:** A collection of historic buildings in a village setting is called an ‘open air museum’. These museums usually feature first person interpreters and craft and cooking demonstrations. (The Farmers’ Museum, Greenfield Village.)

   **Maritime Museum:** Museums that focus on water-related topics such as boating, shipwrecks or whaling. (Mystic Seaport, Chesapeake Bay Maritime Museum.)

   **Science Center:** Museums that focus on science. They feature interactive exhibitions relating to scientific themes. (Great Lakes Science Center, The Exploratorium.)

   **Natural History Museum:** It explores topics such as dinosaurs, animals, fossils, and native peoples. (The Field Museum, Smithsonian National Museum of Natural History.)
**Aviation Museum:** An aviation museum focuses on the history of aircraft, aviation and flight. (National Air & Space Museum, College Park Aviation Museum.)

**Zoos:** A zoo’s collection contains live animals from around the world. Many zoos participate in conservation programmes to preserve endangered species. (The National Zoo, The Columbus Zoo.)

b) Which of the museums do you find the most and the least interesting? Put them into the order from the most to the least entertaining.

c) Compare your lists in pairs. Can you explain the differences?

2. a) Work in pairs. Look at the list of the best museums in the world. What do you know about them? Are there any you haven’t heard about? What about your classmates?

   1. British Museum
   2. Metropolitan Museum
   3. Museum of Modern Art (MoMA) NY.
   4. Vatican museums.
   5. Smithsonian museums.
   7. The Louvre.
   8. Musée d’Orsay.
   10. Tate Modern.

b) Listen to Mark Broadhead, *Lonely Planet* author, talking about the 10 top world museums. Put the museums in the order they are mentioned.

c) Listen to the recording again. According to the information you get which museum(s):

   1) are famous for their large size?
   2) are situated outside Europe?
   3) are art museums?
   4) is a history museum?
   5) have an unusual building history?
   6) occupy more than one building?
   7) are often crowded?
   8) started as private collections?
d) Which museums display the following exhibits: the *Venus de Milo*, George Washington's portrait by Gilbert Stuart, frescos by Michelangelo, paintings of Cezanne, Salvador Dali's works?

3. Discuss the questions below in pairs.

1. Why are there mostly art museums and galleries in the top list? 2. Are there any art museums in your country? Are they popular with tourists? Do they display any famous exhibits? 3. What other museums are popular where you live? 4. Which of the museums above have you been to? Which one(s) would you like to visit? Why?

4. Discuss the headlines below in small groups. What are the stories behind the headlines? Do you think they'll come true? Change partners and share what you said and heard.

1. The United Kingdom becomes a living museum
2. Virtual Reality history museum opens
3. Exhibition of (your name ...) a student from Belarus a major success
4. All museums to close and go online
5. Disaster at opening of Museum On The Moon

Project: Self Test

Project Preparation

Check yourself. How many of the following tasks can you do?

1. Name at least 3 facts from the history of theatre.
2. Talk about different types of visual art.
3. Talk about the art of theatre for 30 seconds.
4. Say whether you prefer theatre or cinema and explain why.
5. Name at least 10 new words you learned in this unit.
6. Spell the name of the main character in *The Catcher in the Rye*.
7. Name at least 3 facts from the history of cinema.
8. Say why the Avatar movie has become a turning point in the cinema industry.
9. Talk about the future of the cinema for 30 seconds.
10. Talk for 30 seconds about the Opera and Ballet Theatre in Minsk.
11. Name at least 3 facts from the history of museum.
12. Say whether you prefer opera or ballet and explain why.
13. Name at least 3 composers and their works.
14. Name at least 10 adjectives to describe a performance you enjoyed greatly.
15. Talk about your last visit to a museum.
16. Name 6 types of Infinitive.
17. Tell your partner about your last visit to the theatre (30 sec.)
19. Explain why people enjoy going to museums.
20. Name at least 5 world famous museums.

Use the book to complete the rest of the tasks.

Project Presentation

• Play in two groups. Student 1 dares Student 2 (any student in the group) to fulfill one of the tasks in ex. 1.

E.g. I dare Tonya to name the author of “The Catcher in the Rye”.

• If Student 2 manages to complete the task, he/she gets one point and dares Student 3 to fulfill another task, etc. If Student 2 does not perform well, Student 1 gets a point and dares another student in the group to fulfill a task.
Unit 8. FASHION

Lesson 1. ZIPS OR BUTTONS?

Communicative area: describing people’s clothes (details, patterns, shape); expressing and reasoning preferences in clothes
Active vocabulary: sleeve, button, zip, pocket, collar, hood; polka-dotted, floral, plain; loose, tight, casual; silhouette, material, pattern, detail, designer, item, outfit

1. Look at the pictures and say what they all have in common.

2. a) Look at the models in the TV programme “Catwalk”. What clothes are they wearing? Which items look smart? Which look casual? Which items of clothes do you like?

casual [ˈkæʒuəl] – opposite of smart
E.g. 1. The shirt is smart. 2. I like the jacket. It looks fashionable and cool.

b) Listen to designers presenting their clothes. In what order did the models appear on the catwalk?

c) Read some of the designers' descriptions and match them with the models.

1. It’s ideal for chilly autumn days. It’s long so that your legs are warm. When it gets really chilly you can cover your head with the hood and you can put your hands into the big pockets. It’s got six large decorative buttons. Six buttons on a coat is a fad this season! For this collection I used plain material, no patterns or other colours. Just a simple light brown. Simple and elegant.

2. If you wear it, you’ll be the center of attention! It’s bright and very smart! It’s got long loose sleeves and a big collar. The collar and the buttons are of a contrasting colour. The shirt is ideal for a day out at a café or a disco. Girls, beware!

3. It’s a nice outfit for a warm spring day. The blouse isn’t baggy or loose, it fits the body well. It’s because of the zip that goes from top to bottom. The sleeves are also tight and long. The floral pattern makes the blouse look romantic. The skirt is simple – it’s knee-length and has no pictures or design on it. A floral top and a plain skirt is a good outfit to wear at work or school.

4. It’s the most romantic outfit in the collection! The top is really very simple – no collar, no buttons, no pockets but it looks as if it’s made for a princess. The light pink colour and the material make it look so very romantic! The polka-dotted skirt with pink and grey polka dots is a good match to the top.

d) Read the descriptions again and match the words in bold with the pictures. Write the answers in your exercise-book.

Details
e) Complete the other designers’ descriptions. Use the words from the box. There are some extra words.

hood, tight, sleeve, polka-dotted, collar, baggy, striped, checked, zip, button, pocket, plain, floral, loose

must (v) — a must (n)

1. It’s a must for a man’s wardrobe next spring! The silhouette is simple but nice. It goes well with jeans of any type. It’s got a (1) zip but you can leave it open if you wear a sweater under it. It looks very good with a long scarf. A (2) … scarf will make you look stylish this season!

2. It’s ideal for a warm summer day if you go out. The material is natural so you won’t feel hot in it. It doesn’t have many decorations – just a small (3) … and short (4) … . It’s got a classic silhouette, so you can wear this dress for several summers.

3. It’s perfect for teenage boys – the (5) … jeans and a (6) … shirt over a grey T-shirt will make it easy to make friends with new people. The jeans are very comfortable – you can skateboard or roller skate or dance in them. You can put many useful things into the (7) … , and you won’t lose them because the pockets have (8) … . The shirt is good in the evenings when it gets cooler. You can wear any T-shirt under it and you still will feel comfortable in this outfit.
3. **a) Play a moving game.**

1. Put the chairs in the circle. Sit on the chairs. Leave the chair next to the teacher free.
2. The teacher says, “Someone who’s wearing …, come and sit next to me.”
3. The person in the clothes that the teacher has described sits on the free chair next to the teacher. Now he / she says, “Someone who’s wearing …, come and sit next to me.”

**Tips:**
- Describe an item of clothes, not an outfit.
- When you are describing your classmate’s clothes, don’t look at that person.

**b) Play a guessing game.**

1. On a strip of paper write what you are wearing today. You can describe the outfit or just one item.

   *E.g.* Today I’m wearing a plain blouse with buttons and a small collar.

2. Put all the strips into a hat. Mix them well.
3. Student 1 draws one strip of paper and reads the description. The classmates guess who is described.
4. The hat goes to another person.

4. **If you were a judge at the fashion show in ex. 1, which clothes would win? Explain why.**

   *E.g.* Today the winning item in the show is the jacket. It’s got a very simple silhouette [*ˌsɪluːt*]; it’s made of plain material without many details; it’s a bit loose, so you can wear a sweater under it. I choose this item because it matches easily (with) other clothes – both casual and smart. It looks good with or without a scarf, zipped or unzipped.

5. **Open your wardrobe and look at the clothes you have. Describe three items that you like most. Use as many details as possible to describe them. Explain why you put the items together.**
Lesson 2. WHAT A NICE SILK BLOUSE YOU’RE WEARING!

Communicative area: describing people’s clothes (opinion and fact adjectives); complimenting and reacting to compliments
Active vocabulary: cotton, flax / linen, silk, wool / woolen, denim, leather, lace, fur
Active grammar: order of adjectives

1. a) Work in pairs. Choose one group of clothes (for girls or boys). In turns, name the details and patterns on the items of clothes in the catalogue. Who says the last word?

For girls

Blouses, Shirts and Tops

Skirts

Jeans and Trousers
b) Put different items together to make an outfit you would wear. Explain your choice. Use the words from the box.

to fit, to match, to go (well) with, to be ideal with/for, to be perfect with/for, smart, casual, comfortable

E.g. I’d wear the baggy denim jeans with the checked shirt because I think they match well. This outfit will make me feel comfortable. I think this outfit is perfect for hanging-out¹ with friends.

¹hanging-out – time spent with friends; outside or inside; usually without any purpose
2. a) Listen to what some buyers say when they choose clothes for their shops. Match the descriptions with the items.

b) Listen again and say why the buyers choose those items.

c) Read the sentences and match the words in bold with the pictures.

1. I’m taking this beautiful white silk blouse.
2. This warm jacket with a fur collar will be popular with boys under 20.
3. I think these tight leather trousers will be popular for discos.
4. I’m sure this short plain linen skirt will be a hit this season.
5. I’m sure this plain hooded cotton T-shirt will be popular this season and next season too.
6. This pale pink sleeveless lace top looks romantic.
7. This warm light colour woollen sweater is a must for cold days!
8. These baggy blue denim jeans have been popular for a couple of seasons.

A B C D

fur leather wool (n.), woollen (adj.)

e) Look at the clothes in ex. 1a and say what materials they are made of.

A B C D

fur leather wool (n.), woollen (adj.)

e) Look at the clothes in ex. 1a and say what materials they are made of.

A B C D

fur leather wool (n.), woollen (adj.)

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A B C D

fur leather wool (n.), woollen (adj.)

e) Look at the clothes in ex. 1a and say what materials they are made of.

A B C D

fur leather wool (n.), woollen (adj.)

e) Look at the clothes in ex. 1a and say what materials they are made of.
3. Play “Feely Bag” game.
1. Put items of clothes made of different materials into a (plastic) bag.
2. A blindfolded person takes one item out of the bag and says what material it’s made of.
   E.g. I think it’s made of flax. / I think it’s linen.
3. Other students get blindfold and guess materials for other items.

4. a) Group the adjectives.

<table>
<thead>
<tr>
<th>Size/length: short, ...</th>
<th>Opinion: beautiful, ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pattern: checked, ...</td>
<td>Material: silk, ...</td>
</tr>
<tr>
<td>Details: hooded, ...</td>
<td>Colour: black, ...</td>
</tr>
<tr>
<td>Shape/silhouette: baggy, ...</td>
<td></td>
</tr>
</tbody>
</table>

b) Read the sentences in ex. 2c carefully and explain the order of adjectives in them using the rule below.

**Order of adjectives**

- **Opinion adjectives**
- **Fact adjectives**: size / length, shape / silhouette, details, colour, pattern, material

c) Work in pairs. Describe the items in the catalogue in ex. 1a. Use three adjectives in each sentence.

5. Work in pairs. Give a compliment to your partner on the clothes they’re wearing. React to the compliment you get. Use at least two adjectives in your compliments. See the example below.

   E.g. A: What a nice silk blouse you’re wearing today! You look fantastic!
   B: Thank you! You look handsome too! I like your blue woolen sweater. Is it new?
6. Describe your three favourite items of clothes. Use three adjectives in each sentence.

Lesson 3. CAN YOU GIVE ME ANOTHER PAIR?

**Communicative area:** asking for a different item when shopping

**Active grammar:** another, other, the other

1. Work in pairs.

1. Help each other recollect or get the meaning of the words.
2. Find the odd one out word in every line. Explain why they are different.

1. department store, shopping center (many shops under one roof, e.g. Stolitsa in Minsk), supermarket
2. second hand shop; flea [fliː] market (people sell things they don’t need); sale
3. online shop; brand shop (a fashion house sells their own clothes); clothes catalogue (clothes are sent by post)

2. a) Play “Find someone who” game. Walk around the class and find someone who has ever bought any items of clothes in any of the places from ex. 1. Take notes of your classmates answers.

   *E.g.* Have you ever bought any clothes at a department store / from a catalogue?

b) Report your answer to the class. Use the phrases from the box to help you. What’s the most popular way of buying clothes in your class?

<table>
<thead>
<tr>
<th>Only some students in our group ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The majority of the class ...</td>
</tr>
<tr>
<td>A few people ...</td>
</tr>
<tr>
<td>Nobody ...</td>
</tr>
</tbody>
</table>
3. a) Look at the words in the box. Which word is a synonym of “elegant and beautiful” and “ugly and primitive”?

    *tasteless*  *tasteful*

b) ☀ Listen to the chant. Three people are shopping. Put the pictures in the correct order.

I like this tasteful dress in blue
And *other* people like it too.
I’ll try it on: too loose – no luck.
This brown dress is tasteless – yuk!

Can I try on those trendy jeans?
Oh, no, they are too tight for me.
Could you give me another pair,
The pair of jeans from over there?

Which bag to choose: this one, that one?
The brown one looks like a bun,
The *other* one is also great –
I can’t decide. Please, help me, Kate!

c) ☀ Listen to the chant again and mark the stressed words. Then read the chant according to your markings.

4. a) Complete the rule with the words in bold from the chant.

    When we ask for a different item,
    – we use ... if the choice is big and we ask for one more item
      that is a singular countable noun;
    – we say ... if the choice is big and we ask for a different
      item that is an uncountable or a plural countable noun,
    – we say ... if you make a choice between two items.
b) Work in pairs. Choose a picture and make your version of the chant. Don’t worry about rhymes but try to make your chant rhythmic.

5. a) Work in pairs. Decide who is speaking: a customer or a shop assistant.

– Excuse me, do you have another colour? I look boring in grey.
– Follow me, please. Sweaters are over there. What colour would you like?
– Hello. Can I help you?
– Here’s another colour.
– I think I’m a ‘small’.
– Mmm. I’m not sure. I like... grey.
– Oh, it’s perfect! It matches my hair and makes me feel warm and cozy! I’ll take it.
– OK, I’ll try it on.
– OK. Here you are. You can try it on. The fitting room is over there.
Sure.
– Sure. How about chocolate brown? I think it’ll look good on you. Is the size alright?
– Thank you.
– What size do you take?
– Yes, it fits me like a glove. S is just right.
– Yes, please. I’m looking for a warm sweater to match my jeans.

b) Work in pairs. Put the sentences in order to get the conversation.

c) Listen and check.

d) Work in pairs. Distribute the roles (a customer and a shop assistant) and role play shopping for clothes. You can use any pictures from this lesson to help you.

6. Write down the conversation you had in ex. 5d. If you didn’t have it, make one now.

Lesson 4. NAMES IN FASHION

Communicative area: talking about famous people in fashion

1. In pairs, complete the sentences.

1. … are interested in the latest fashions and in wearing fashionable clothes.
   a) Teenagers
   b) People the same age as your parents
   c) People the same age as your grandparents
   d) People of all ages

2. It … that fashion business is mostly for young and slim.
   a) is fair
   b) is unfair
   c) has to be changed
   d) won’t change

3. To become a famous and rich designer, one needs to be … .
   a) in their 30s
   b) in their 40s
   c) after 50s
   d) talented and hard-working
2. a) Read about Vivienne Westwood. Listen and say what three questions she was asked at the end of the programme.

Vivienne Westwood, born in 1941, is a British famous designer and businesswoman. Her first catwalk collection was shown in 1981 in London. Since then, she got the title of British Fashion Designer of the Year in 1990, 1991 and in 2006.

Vivienne Westwood is one of the most eccentric designers and she’s also known for her radical views on politics.

b) Listen again and say what her opinion on those questions is.

3. a) Look at the questions below and say which way of asking is more polite: a or b?

1. a) Could you tell us how you make your style individual?
   b) How do you make your style individual?

2. a) Are fashion magazines really important?
   b) I was wondering if the fashion magazines are really important.

b) Questions 1a and 2b are called indirect questions. Questions 1b and 2a – direct questions. Compare them using the questions below.

   a) What’s the word order in direct and indirect questions?
   b) Do we use auxiliary verbs in indirect questions?
   c) What introductory phrases can we use to start an indirect question?
   d) When the direct question starts with the question words (what / where / when / why / who) do we use them in the indirect question?
   e) When the direct question starts with an auxiliary verb (do / does / is / did / have) what do you use in the indirect question after the introductory phrase?

c) Transform the questions below into indirect questions.

E.g. Do you care about fashion? – I was wondering if you care about fashion.

d) Use the questions to interview your partner.

4. a) What other famous names in fashion do you know? Look at the photos of some well-known fashion people. Match pictures with the names from the box.

| Karl Lagerfeld | Ralph Lauren | Yves Saint Laurent |
| Giorgio Armani | Coco Chanel  | Stefano Gabbana    |
| Jean Cocteau   |              |                    |

b) Compare your answers with your partner’s. Use models of deduction.

E.g. Number one must / could / might / can’t be …

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karl Lagerfeld</td>
<td>Ralph Lauren</td>
<td>Yves Saint Laurent</td>
</tr>
</tbody>
</table>

4. 5. 6. 7

c) Read what these people say about fashion. Explain the meaning of their quotes.

1. I don’t design clothes, I design dreams. (Ralph Lauren)
2. Art produces ugly things which often become more beautiful with time. Fashion, on the other hand, produces beautiful things which always become ugly with time. (Jean Cocteau)
3. Fashion is all a game, with new rules every season. (*Stefano Gabbana*)

4. Fashions come and go, style is forever. (*Yves Saint Laurent*)

5. The best colour in the whole world, is the one that looks good, on you! (*Coco Chanel*)

6. Fashion is what people wear, it’s not only what you see on the runway. (*Karl Lagerfeld*)

7. Actually I am very glad that people can buy Armani – even if it’s a fake. I like the fact that I’m so popular around the world. (*Giorgio Armani*)

   d) Work in pairs and discuss which statements you agree with and why.

5. a) You are going to make up a TV interview with a famous fashion designer. Work with your partner. Decide who’s going to be a journalist and a designer. Prepare and rehearse your interview.

   b) Watch your group mates’ interviews. Be ready to ask two extra questions. Decide which designer is more fashion-conscious and whose shop would you go to after the TV programme.

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**Lesson 5. TO FOLLOW OR NOT TO FOLLOW FASHION?**

**Communicative area:** writing about your opinion on the influence of fashion on ordinary people

**Active vocabulary:** linking words

1. Which celebrities in your opinion are stylish and fashionable? Write down three or four names. Compare with your partner. Explain why you think so.

2. a) Read and guess who the person is.

   He’s an English footballer with the highest salary. He’s a football icon but he’s also a big name in the world of fashion. He’s a model and his face is very well known in the world. He is

---

1 *fake* – подделка / падробка
so much into fashion that recently he started a new brand. He’s married to a former singer from Spice Girls, Victoria. They have three sons and a daughter. They live in California.

b) Work in pairs. Read the questions that David Beckham was once asked by a journalist. How do you think David answered them?


c) Match David Beckham’s answers to the journalist’s questions in ex. 2b. How many questions have you guessed with your partner?

A. Yes, like everybody else. Once at a party I was wearing leather trousers with a leather jacket and funny enough my wife was also wearing leather trousers with a leather jacket. It was so wrong!
B. My wife. She has no problem telling me when she doesn’t like what I’m wearing.
C. Yes, I do. Most men like to take care of themselves these days. I don’t see anything wrong in it, especially after we moved to Los Angeles. I have to use sun block every day here.
D. It’s not a secret – after a match I always take a shower, eat well and have a good sleep.
E. I don’t know what will be when they’re adults but now my son Romeo designs his own sunglasses. To tell the truth, he has a very good eye for fashion.

d) Work in pairs. Think of a good label for each of the photos of David Beckham and his family. Use the ideas in ex. 2c.
3. a) Do you think David Beckham’s life is greatly influenced by fashion? Why? Why not? Do you know anybody who’s a fashion victim? Tell your partner about him/her.

b) Some people become fashion fans and their lives are ruled by designers and new trends, others think that following fashion is a waste of time and money. Work in groups of three; write down the advantages and disadvantages of following the fashion.

c) Work with students from other groups. Compare your ideas. Add any new ideas to your list.

4. a) Look at the linking words in the box. Which do we use to show ‘addition’ and ‘contrast’?

- and
- in addition
- although
- however
- moreover
- as well as
- from another point of view
- besides
- still
- not only ... but also
- on the other hand
- furthermore
- but
- though
- what’s more
- in spite of this
- in spite of the fact that

b) Complete the sentences with the linking words from ex. 4a. Sometimes several variants are possible.

1. I always read fashion magazines. ... I never miss any fashion shows on TV. 2. Following the fashion can be exciting, ... becoming a fashion slave is ridiculous. 3. ... my friends say I have a sense of fashion I’m not always sure about what clothes suits me better. 4. Fashion makes people feel obsessed. ... it affects people and makes them spend a fortune on trendy items that lasts for a short time. 5. Trendy clothes help me feel more confident and make me the centre of attention. ... it takes a lot of time and effort to keep up with new styles.

c) Choose the sentences that you agree with. Compare with your partner’s. Explain why you disagree with the rest of the sentences.
You are going to write an essay expressing your opinion “To Follow or Not To Follow Fashion”. Look at the plan below.

1. **Introduction:** write some general ideas about people who follow or hate fashion.
2. **Paragraph 2:** write about the advantages of following the fashion.
3. **Paragraph 3:** describe the disadvantages of following the fashion.
4. **Conclusion:** express your opinion, do you personally think it’s important or not important to follow the fashion. Briefly explain why.

While writing the essay use your ideas from ex. 3c. Don’t forget to use linking words from ex. 4a.

**Lesson 6. SHORT HISTORY OF FASHION, 20TH CENTURY**

**Communicative area:** speaking about preferences in fashion

1. a) Look at the photographs showing fashion in different decades of the 20th–21st century. Guess when they were taken.

<table>
<thead>
<tr>
<th>the 50s</th>
<th>the 60s</th>
<th>the 70s</th>
<th>the 80s</th>
<th>the 90s</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>
b) Discuss in pairs.
1. What did people use to wear then (length, shape, details, colours, patterns, materials)? 2. Do clothes in each photo look casual or smart to you?

c) Match the photos to the words in the box.
E.g. Abstract patterns were in fashion in the 60s.

abstract patterns, contrast colours, a narrow waist, ‘big’ skirts, padded shoulders, a lot of hair, geometrical silhouette, casual look, anything goes’ look, bright colours, elegant silhouette

d) Look at the photos of some celebrities of the 20th century. By their clothes, guess the decade they were popular in.

Spice Girls, singers
Marilyn Monroe, actress, singer
Twiggy, model
ABBA, singers
The Beatles, singers
Greta Garbo, actress

e) Work in pairs. Ask and answer about preferences in fashion.
E.g. A: Which decade of fashion do you like best?
B: Well, all of them look interesting but I like the fashion of the 60s best.
A: Why?
B: I like the silhouette and abstract patterns and contrast colours. The fashion of the 60s also reminds me of The Beatles, the group that all my family is crazy about. What about you?

2. a) Listen to the radio interview. Choose the best title for the interview.
   1. What our mothers wore. 2. Fashion comes and goes. 3. Clothes that are always in fashion.

   b) Listen to the interview again and complete the sentences.
   1. Mrs. Venutti was 16 ... .
      a) in 1970s b) in 1980 c) in 1980s
   2. Mrs. Venutti learnt what was in fashion ... .
      a) from Fashion TV b) from magazines c) from classmates
   3. Mrs. Venutti didn’t like wearing ... .
      a) mini-skirts b) a sweater c) jeans
   4. They made their hair look as if ... .
      a) it was short b) it was long c) they had a lot of it
   5. Mrs. Venutti thinks it’s important to be able to ... .
      a) match colours b) find own style c) be fashionable

   c) Listen again and check your answers. Make a list of clothes and patterns that were in fashion then.

   d) Find similarities between what you heard in the interview and what you can see in photos D in ex. 1a and 1d. Are there any differences?

3. a) Read the sentences from the interview and name the tenses used in them.
   1. I started school in the late 70s.
   2. There was a girl whose parents were working in fashion business then.
   3. When I was 16, trousers had become very popular with girls.

   b) Match the auxiliary verbs with the descriptions of actions.
   was doing / were doing had done / had finished
   did / liked / was / were
1. The action happened at a particular time
2. The action was in the progress at a particular moment
3. The action that finished before a certain moment in the past

c) Complete the sentences with the correct verb forms in the Past.

Mrs. Venutti (1) went to school in the late 70s so she (2) to be 16 in 1980s. She (3) to care about fashion a lot. They (4) not to have fashion magazines for teenagers then, so they (5) to copy people who (6) to be dressed cool.

When Mrs. Venutti was 16, trousers and jeans (7) to become more and more popular because they (8) to be comfortable and casual. Skirts (9) to become shorter by the time she finished school.

The choice of colours, materials and patterns in fashion was small then. When she was 16, the most popular pattern (10) to be polka dots.

d) ☞ Listen and check your answers.

4. Imagine it’s 2035 now and your son or daughter has to write about what their parents wore when they were teenagers. What would they write? Report to the class. You can use the text in ex. 3c as a model.

5. a) Work in pairs. Think about the time when your parents were your age. Discuss the following questions.

1. When (what decade) were your parents teenagers? 2. What clothes were popular? 3. What colours were popular? 4. What patterns were popular? 5. What clothes did they use to wear? 6. What was their favourite items or outfits? Why?

b) Ask your parents what clothes, colours, patterns were in fashion when they were teenagers. If you can bring your parents’ photos when they were teenagers and looked fashionable for that time.

Lesson 7. 911 OR HOW TO DEVELOP YOUR PERSONAL STYLE

Communicative area: inferring meaning from context; sharing information received from written texts
1 a) Work in pairs. Complete the sentences making them a) serious, b) funny.

1. Fashion is ...
2. Style is ...

b) Compare your ideas as a class. Decide which idea is the wittiest / wisest.

2. a) Work in three groups. Group 1 read text A, group 2 read text B, group 3 read text C. When you finish, make a list of things to follow to be stylish and individual.

The true beauty of style and fashion is there are recommendations but there are no rules.

Style is about creativity, individuality and experimenting with your clothes.

If someone doesn’t like an outfit, it doesn’t matter you shouldn’t wear it. If you feel good in something, you will look good in it too.

Create your own style and just enjoy yourself.

TEXT 1. Proportions and silhouette

Style tip 1. Proportions. Proportion for clothes doesn’t mean they have to be of a similar size and thickness.

Teaming a big sweater with thick, baggy trousers will make you look like you’ve gained several kilogrammes. Putting together a narrow skirt with a tight t-shirt may make you look like you’ve grown out of your childhood clothes.

The general rule of fashion proportion is that a big top needs a small bottom part, and vice versa.

Style tip 2. Vertical stripes. If you’re not tall enough, clothes with vertical stripes can really make you look taller. These lovely lines also make your body look slimmer. But if you’re tall and slim, don’t wear vertical stripes – try horizontal ones.

Style tip 3. Less is more. Too much of anything in fashion is never a good thing. Each outfit should contain just one item that attracts attention.

For example, you can wear a short skirt to show off your beautiful legs. But if you also wear a low cut top you may look good only for a day out on a beach.
Style tip 4. Trousers for not very tall people. Looking stylishly elegant when you are short can be difficult. Try narrow straight legged trousers that fall to the bottom of the heel – this will give the illusion you are taller. If you team them with a great pair of heels, you’ll create a fantastic illusion of longer legs!

TEXT 2. Colours and patterns

Style tip 5. Learn to use the colour. Learn to use colours when you dress! Draw attention to the parts of your body that you like and hide those that you don’t like much.

So, the rule is – light colours attract highlight and dark colours hide. So if you are a little heavy on the top, you should wear dark tops and lighter bottoms, and vice versa.

If you want to look taller, wear the same colour for a top and bottom.

Style tip 6. A splash of colour. People often dress either in neutral tones or in all the colours of the rainbow. One colour is boring, many colours may be too many.

What to do? Find the balance! If you wear a one-colour outfit, add a little splash of colour with accessories and see how much it will change the way your look! Your outfit will look incredibly fresh and so will you.

Style tip 7. Patterns can be great. The common mistake is that patterned clothes make short people look shorter and fat people look fatter.

But as long as you don’t choose very big patterns of bright colours and use them on your top and bottom this rule may not work. A pattern or print can look stylish on people of all shapes and sizes. Just remember, the less is better.

TEXT 3. Accessories

Style tip 8. Choose your accessories first. Usually, when you decide what to wear, you start with clothes and end with your accessories. Why don’t you sometimes do it the other way – choose an accessory first and then build up your outfit around it?

Much of style and fashion is in the detail so let the detail rule. Try once, you will like it!
Style tip 9. Balance your accessories. Accessories are as much a part of your outfit as your shoes or your skirt. So don’t forget about balance and proportion when you choose which earrings to wear or what handbag to use.

The size, shape and material of your accessories should match that of the clothes you’re wearing.

For example, a bulky handbag is too much for a pretty, summery dress, whereas it’s perfect for a thick trouser suit.

Style tip 10. Use glasses to your advantage. Well, you wear glasses when you need, but if you need them, why don’t you play with them and use their advantages? Do you know that you can transform the shape of your face with the correct choice of shape and size of glasses?

For example, narrow rectangular frames can add length to a face and reduce roundness. Slightly coloured frames can accentuate the colour of your eyes. Square faces can be softened with narrow, oval glasses.

As for sunglasses, they are a great fashion accessory in the summer time but if the sun’s away, put your sunglasses away. And don’t keep them on when you’re indoors. You may think you look cool but nobody else will.

b) Get into new groups of three people – one student from groups 1, 2 and 3 in each. Share the information you learned. When you listen to other students, take notes.

c) Stay in the same groups as in ex. 2b. Choose one photo and give as many pieces of advice as you can to help the person in the photo look more stylish.

E.g. 1 – I think she shouldn’t wear striped clothes because they make her look shorter and fatter. To look taller she should ...

1. 2. 3.
3. Choose two other photos and write your recommendations on how people could look more stylish.

4. Watch one episode of ‘Fashion verdict’ on TV or online at www.1tv.ru

Lesson 8. FASHION VERDICT

Communicative area: expressing preferences in fashion; giving advice on style

1. Work in pairs. Answer the questions.

1. Have you seen ‘Fashion verdict’ talk show on TV? 2. Is this show a favourite of someone in your family? 3. What is it about? 4. Why do the main characters come to the TV studio? 5. Would you like to take part in the talk show?

2. ‘Fashion verdict’ talk show reminds of a courtroom. Read what different people do in the courtroom and in the studio and match them with the picture of a courtroom. Which specialist is not in the picture?

A judge
a person who decides how criminals should be punished; he also introduces the speakers and says what is going to happen next

An advocate
a lawyer who defends someone in a courtroom

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1 courtoom – зал суда / зала суда; 2 lawyer ['lɔ:ʒə] – юрист / юрист
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A prosecutor</td>
<td>a lawyer who says that another person has done something wrong</td>
</tr>
<tr>
<td>A plaintiff</td>
<td>a person who brings a legal case against someone</td>
</tr>
<tr>
<td>A defendant</td>
<td>a person who is in court for breaking the law</td>
</tr>
<tr>
<td>A witness for the defense or the prosecution</td>
<td>a person who in court officially says what he knows about people or events</td>
</tr>
<tr>
<td>An independent expert</td>
<td>an expert who is not affected or influenced by anyone and presents his own opinion</td>
</tr>
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</table>

3. Read what happens in ‘Fashion verdict’ studio and fill in the gaps with the words from ex. 2.

1. A **plaintiff** brings a case against his friend or relative to the court. He does this by writing a letter to the TV show. The plaintiff explains why he thinks the … wears clothes that don’t fit him.

2. A … listens to everyone in the courtroom and makes a decision.

3. The …’s clothes are brought into the studio. An advocate and a … comment on them. They may ask the defendant questions.

4. The judge asks … for the defense and prosecution to comment on the defendant’s clothes.

5. The … is given a sum of money and he and the plaintiff are sent to do the shopping in city clothes shops. They have to buy three outfits. One has to be chosen by the defendant, the second – by the … and the third has to be a compromise between what the defendant and the plaintiff think is good.

6. **The first presentation.** The defendant demonstrates three outfits which have been bought at shops. An … comments on them. Also, the prosecutor, the advocate and the evidence have a word.

7. The defendant is sent to a stylist. A visagiste and a hair stylist can also help change the image of the … .
8. *The second presentation.* The defendant demonstrates three outfits chosen by the stylist. The stylist explains his choice of clothes.

9. The outfits are commented on by the advocate, the ... and the evidence.

10. The defendant makes choice between the clothes he bought at shops and clothes chosen by the stylist. He explains the choice.

11. The plaintiff says if he likes the defendant’s choice.

12. The ... says the final word.

4. a) *These are some legends of people who have been in the ‘Fashion verdict’ studio. Read them and give a piece of advice to the people as if you are an advocate.*

<table>
<thead>
<tr>
<th>Advice</th>
</tr>
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<tbody>
<tr>
<td>be yourself, don’t be afraid of change, to run/take risks, feel comfortable, feel relaxed, feel confident</td>
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</table>

1. Disa, a 46-year-old doctor, is in a mid-life style crisis. She’s been looking for the fountain of youth in her twin daughter’s closet, but her playground-ready style of bright-coloured jumpers, striped leggings, silly hats and pigtails has prevented Disa from seeing her true beauty. Can you transform her?

2. Ariel, a 26-year-old actress, is more comfortable playing historical characters than being her 21st-century self. Can you convince Ariel to get rid of the theatrical wardrobe and take a leading role in her own fashion story?

3. Chris, a 28-year-old photographer. Since putting his life on hold to take care of his grandparents, he’s fallen into a fashion of ripped jeans and teen T-shirts. His wardrobe keeps him from getting his dreams of becoming an advertising executive. Can you change Chris’s clothes so that his dress says “I am ready to work?”

b) *Read the legends again and comment on them as if you are a prosecutor.*

c) *Give an independent expert’s advice to the defendants. Role-play your version of ‘Fashion Verdict’ in class.*
Project: Fashion Verdict

Project Preparation

1. Re-read the materials of Lesson 8 carefully.
2. Decide who takes which role.
3. Start with making a legend for the defendant.
4. Get the defendant’s clothes, clothes that will be bought at shops, clothes that the stylist will recommend to the studio.
5. Don’t forget that all roles have to be ready to explain their choice in the studio.

Project Presentation

Role-play your version of ‘Fashion Verdict’ in class.
Remember you don’t have to be very serious but you are expected to give professional advice on style and fashion.
Unit 9. MEANS OF COMMUNICATION

Lesson 1. GREAT IDEAS FROM GREAT MINDS

Communicative area: asking for and giving information
Active vocabulary: a network, a wire, communication, a device, a means, to receive
Grammar: definite article

1. What do you think the greatest inventions of the humanity are?
Play the racing game in two teams. The members of each team run to the board in turn to write one invention each. Stop playing in three minutes. Which team is the winner?

2. a) Read the rule on the use of the definite article.
Rule I: ‘The’ is used to say that there is only one of something, or when we know which one is meant:
1) institutions or organizations: the Internet, the church;
2) geographical or cosmic features: the Sun, the horizon;
3) things that people usually have only one of: the stereo, the kitchen;

Explain the use of articles in this sentence: Thanks to the television, I can travel to the world’s distant corners.

b) Work in pairs. Put the following words into three categories according to the rule:
the government, the equator, the front door, the sky, the radio, the weather, the fridge, the world, the garden, the ground, the television, the car, the roof, the moon.

c) Read another rule on the use of articles. How are articles used to make generalizations?
Rule II: The definite article ‘the’ is not usually used to make generalizations: I love cinema (cinema in general). Technology (technology in general) has been developing fast.
‘The’ can be used to make generalizations with singular countable nouns: The invention of the mobile phone (mobile phone as an invention, not a thing) has changed our lives.

d) Work in pairs. Look through the time line of some great ideas and decide which three inventions are the most important. Compare with your classmates.

E.g. I think the wheel is an important invention, because ...

3. a) You can find the missing inventions in the pictures. Match them with the years.

b) Read the definitions below and match them with the missing inventions. What do all these inventions have in common?

1) a global system of computer networks (systems of communication between several computers) which consists
of millions of private, public, business and government networks
2) a telecommunication device for speaking to someone which sends an electric signal (sound) along a wire to a similar device
3) the most widely used means of telecommunication which sends and receives pictures together with sound

4) a means of communication which is based on sending and receiving sounds using electromagnetic waves instead of wires
5) a telecommunication device which operates using radio signals and can be freely moved from one place to another and used in cars, trains, etc.

4. a) Match the words in bold in ex. 3b with their definitions.

a) an object or machine which has been invented to fulfill a particular purpose;
b) a method or way of doing something;
c) getting or being given something;
d) a thin piece of metal usually covered in plastic, used for taking electricity from one place to another;
e) the process by which people exchange information, express thoughts and feelings;
f) a system of lines, tubes, wires, roads that cross each other and are connected to each other.

b) Complete the article about modems with the new words.

A modem is an electronic (1) ... which allows a computer to send and (2) ... information through standard telephone (3) ... and, therefore, over long distances. It connects computers into a (4) ... and turns your computer from a data-processing machine into a modern means of (5) ... . The traditional modem is losing popularity with the appearance of new (6) ... of Internet access.

5. a) Discuss with your partner.

1. Do you have a local area computer network? 2. What means of communication is the most important these days: the
radio, the TV, the telephone or the Internet? 3. What do you think is the best device for sending and receiving information?

b) Write a paragraph answering the questions in ex. 5a.

Lesson 2. COMMUNICATION
IS THE PROCESS BY WHICH …

Communicative area: defining, asking for and giving information
Active vocabulary: portable, to replace, remote, to communicate, technology
Grammar: complex sentences with attributive relative clauses, omitting relative pronouns

1. a) Read the limerick. Fill in the words from the box.

   pet, phone, Net

   There once was a young man called Brett
   Who would spend his free time on the ... .
   He stayed home all alone –
   No TV and no ... ,
   A computer mouse – his only ... .

b) Listen to the limerick and check yourselves. What was Brett’s favourite means of communication?

c) Listen and repeat after the speaker. Mind your sounds and intonation. Learn the limerick by heart.

2. a) Read the first two lines of the limerick again. They make a complex sentence. Answer the questions below.

   a) How many parts does this sentence consist of?
   b) The parts of the complex sentence are called the main clause and the attributive (relative) clause. What pronoun connects them?
   c) What word from the main clause does the relative clause give information about?
d) Find more examples of similar sentences in ex. 3b (lesson 1). What pronoun is used in these sentences? Why not ‘who’?

b) Combine two sentences, using ‘which’ or ‘who’.

a) The World Wide Web was invented in 1991 by Tim Berners Lee.
b) The radio was invented by Guglielmo Marconi and Alexander Popov.
c) The idea of the telephone came to Antonio Meucci and Alexander G. Bell.
d) Ericsson Company created the cellular telephone.
e) Vladimir Zvorykin patented a colour television system.

1. They had been working independently.
2. They were from Italy and the USA.
3. It is called the mobile phone in the UK.
4. He was from Russia but was living in the USA at that time.
5. He had been working on his own.

c) Do you think Brett from the limerick had enough communication? Do you know someone like Brett?

3. a) Look at the pictures showing how people communicate nowadays. Tell your partner how you communicate with

- relatives
- friends
- teachers
b) Read the Internet article on communication. Choose the best title for it.


When we think about modern means of communication we cannot understand how people who lived some fifty years ago were able to keep in touch. (A) Nowadays, with a mouse in one hand and a mobile phone in the other one, we cannot imagine human contacts without modern technology devices.

How do people communicate today?

Thanks to the new technologies people are communicating more than ever before. Modern means of communication have made the distance between people unimportant.

Unlike 20 years ago, we usually call someone, not visit. This traditional way of keeping in touch has suffered a lot as people choose quicker and easier phone calls. Mobile phones are portable and let us contact with others wherever they and we are. Furthermore, mobile phones offer the possibility of texting. Text messaging is the most convenient and the cheapest form of communication when we need to pass a quick note containing only a few words.

Emails have replaced letters and postcards almost completely. People prefer emails, which are quicker to write and send, and more sure to get to the addressee. (B)

Business people still use fax and telegram in offices, but they have started creating special websites for communicating with partners. Video conferences are often used and business people do not need to travel to remote places.

To keep in touch with our families and friends that live abroad we use video chats, chat-rooms and instant messaging. (C). Thanks to them we can talk with our relatives for free and without time limits.

All in all, it is mostly the Internet and mobile phones that we use to communicate. (D) Have they really improved communication?

c) Which of the ways of communication in the pictures does the article tell us about?

4. a) Find words in the article which mean

• far away in distance, not close;
• have taken the place of something;
• light and small enough to be easily carried or moved;
• the practical use of scientific discoveries;
• to exchange information or conversation with other people, using words, signs, etc.

b) Read the sentences in italics in the article. Answer the questions below.

a) Can we use ‘which’ instead of ‘that’ in sentence C?
b) In which sentences can ‘that’ be used instead of other relative pronouns?
c) Can we omit the relative pronouns in the sentences? Why? Why not?
d) Which of the sentences uses a comma before a relative pronoun? Why?

Read the rules on attributive (relative) clauses in the grammar reference.

5. Work with your partner. Use the article to answer the questions below.

1. Do people communicate more or less now than they used to? 2. How do people communicate today? 3. What means of communication are most frequently used? 4. What ways of communication have modern technologies replaced? 5. What are the advantages of the modern means of communication?

6. a) Work in a small group. Answer the underlined question in the article. Share your opinions on the problem.

b) In writing, answer the underlined question in the article.

Lesson 3. HISTORY OF COMMUNICATION

Communicative area: asking for and giving information
Active vocabulary: available, (un)reliable, (in)efficient, lingua franca, to deliver
Active grammar: relative pronouns
1. a) Look at the pictures. What ways of communication do they show?

b) Listen to the Discovery Channel programme telling us about the history of the means of communication. What means of communication is missing in ex. 1a?

2. a) Match the words and their definitions.

1. available a) able to be used
2. to deliver b) to take (goods, letters, etc.) to people’s houses or places of work
3. efficient c) opposite to ‘reliable’
4. inefficient d) working or operating quickly and effectively in an organized way
5. reliable e) something that is reliable can be trusted because it works well.
6. lingua franca f) a language which is used for communication between groups of people who speak different languages
7. unreliable g) opposite to ‘efficient’

b) Complete the extract from the programme with the missing words. Mind the word forms.

People ran to (1) ... messages faster. When running with a message, to deliver it in spoken form, it is safer to do it yourself. Sending anyone else is (2) ... . So a system of writing was necessary. When writing appeared, messages on stone columns (3) ... very well across time, but they were an (4) ... method of communication across space. The system became more efficient when it was the message that travelled. People ran with the written messages, rode horses to save time. For example, the network of Persian roads in the 5th century BC made communication faster and more (5) ... . New men and fresh horses were (6) ... at posting stations. A message could travel the full distance of the road from Susa to Sardis (3200 km) in ten days. What helped to make communication even more (7) ... was the Aramaic language as a (8) ... used in Ancient Persia.

c) ☞ Listen and check.

3. Read the sentences from the programme. Fill in the missing relative pronouns from the box.

which, who, that, when, where, whose

A. Now it is a general term for systems or technologies ... are used in sending and receiving messages over a distance electronically.
B. There was a time ... cave drawings were painted on the walls of caves and canyons to tell the story of people’s culture.
C. So are fires ... usually meant ‘danger’ or ‘victory’.
D. Ancient Egypt was the first country ... birds – domesticated pigeons – were used for sending messages.
E. 1843 was the year in ... Samuel Morse proposed a way to give every letter and number a special code (point, line and space).
F. It was Morse’s symbol code ... we can still find used today.
G. It was Bell ... managed to register it first.
H. Alexander Popov from Russia ... invention of the radio came before Marconi’s, did not patent it.

4. a) Decide if the statements are true or false.
1. ‘Telecommunication’ means communication at a distance.
2. Messages on stone columns were an efficient means of communication across long distances.
3. The network of roads made delivering messages more reliable.
4. Latin used as a lingua franca in Ancient Persia made communication more efficient.
5. Smoke signals, fires, drums and pigeons were other means of sending messages in olden days.
6. The telegraph, the telephone, Morse code and the radio were all invented in the 18th century.
7. The television, the computer and the Internet were born in the 20th century.

b) Listen to the programme again and check ex. 3 and 4.

5. a) Work in a group. Agree or disagree with the following statements.
1. The telephone is the most reliable means of communication.
2. The Internet is the most efficient means of delivering messages.
3. New and more efficient communication devices will be available in ten years.
4. The best way to send a message over a long distance is by letter.
5. English as the lingua franca of the world today makes international communication more efficient.

b) Write your opinion about one of the statements above.
Lesson 4. TELEVISION AND TEENAGERS – FRIENDS OR FOES?

Communicative area: discussing advantages and disadvantages, reasoning
Active vocabulary: addiction, violence, immature, to affect, within reasonable limits, successful, source, quality, contradiction, aggression-promoting

1. 🎧 Listen to the joke. What is TV for you: entertainment or punishment?

2. a) Read the introduction to the magazine article about the role of TV. Do you agree with the opinion of the author? In pairs, answer the question at the end of the paragraph.

   Television is one of the greatest inventions of all times. There’s probably no such a person on Earth (except native tribes somewhere in Africa or Australia) that doesn’t know what television is. Wherever you go in the world, every family has at least one TV set and almost everybody watches it regularly. That’s quite an achievement for an invention that first appeared less than one century ago. So what made it so popular and why is television discussed and argued about today?

   b) Student A: Read about the advantages of television. Student B: Read about the disadvantages of television. Prepare to retell your part of the article. Make notes.

A. It’s not the invention itself that’s important, but what it gives us. And it gives us information, which is everything. Information is as important for us today as food or sleep. Having information today means being successful. And communicating information is something that the television is designed for in the first place.

   Teenagers go through the process of growing up, both physically and mentally. And here’s where television can play the leading role in forming the personality. It should be an efficient and reliable source of information for them.

   Besides communicating information education is one of the primary functions of television. Although educational TV pro-
grammes bring less money than entertainment shows like MTV music videos, special TV channels are created for such programmes. Among them are the Discovery Channel and National Geographic that are well known all around the world for their \textit{quality} documentaries about history, science, culture, nature, etc.

Educational television makes life both easier and more interesting. \textit{It tells you how the nature is functioning, how the world was created, how things are working, how buildings are made and what not.} Knowing all this was impossible just fifty years ago when television was something just as expensive and luxurious as buying a yacht today. \textit{What people had to do to learn things was to read books.} But books lacked one important feature – they couldn’t show processes in action. All you could do was to imagine. Television has changed the world greatly. \textit{All the possibilities that we’ve got with television are amazing. When we want to know what’s happening in the world, we just turn on the TV and watch some news channel.}

\textbf{B. The importance of television is unquestionable today, because television may affect people’s minds in different ways.} It all depends on what kind of information is shown to them. \textit{Despite the fact that television has brought many positive changes into our life, made it easier, more comfortable, more interesting and entertaining, there are some disadvantages that we have to realize.}

Unfortunately, television is getting more and more dangerous. We can see a huge amount of action and horror films, we can watch documentaries about killers, maniacs, gangsters and so on. \textit{The worst thing is that violence on TV is being absorbed by children’s immature minds} and is then transformed into their behaviour.

Very little has been done by TV producers to improve the process of education of young people. On the contrary, the commercial basis of all TV has led to the production of low-quality and \textit{aggression-promoting} TV programmes. Sometimes such programmes even instruct young people (not directly, but rather indirectly) how to do illegal things, steal, injure or even kill people.
Watching TV is not always good, everybody knows that. Watching TV non-stop is really bad. Everything should be done within reasonable limits.

There have been cases of television addiction, especially among teenagers whose personalities are being formed largely by the TV images they see. If parents don’t keep an eye on their children and let them sit in front of the TV the whole day long, they can be sure there will be something wrong with their kids. Kids watch cartoons, movies, music videos that are works of fiction, but they just can’t tell fact from fiction. And they believe the fiction. And this belief can lead to terrible disasters. We’ve all heard about them. Children see contradiction between the real world and the world of TV. The world of TV in their opinion is the right and logical way of things, so children sometimes start fighting with the real world. Some take a gun and kill all the classmates, others simply kill themselves. The weakest ones just lose their minds. There’s a sad situation developing and we must do as much as we can to change the way things are.

c) Retell your part of the article to your partner. What are the main advantages and disadvantages of television?

3. a) Why does the author use the underlined phrases?

b) Guess the meaning of the words in bold in ex. 2b. Then, compare with the definitions.

   a) achieving desired results; mature – immature
   b) the standard of excellence of something, often a high standard;
   c) the place something comes from or starts at, or the cause of something;
   d) not too much;
   e) inability to stop doing or using something, esp. something harmful;
   f) childish; unable to be or act as calmly and wisely as people expect you to, at the age you have reached;
   g) a situation when one fact is so different from another fact or statement that one of them must be wrong;
   h) encouraging (strongly advising or supporting) aggression;
i) actions or words which are intended to hurt people; extreme force;

j) to have an influence on.

c) Complete the questions with the words from ex. 2b. Change the word forms if necessary.

1. Does having information help people to be s...? 2. Is television a reliable s... of information? 3. Have you got a TV-a... or do you watch it w... ... ...? 4. Do you think there is too much v... on TV? 5. Do you think most of the TV channels offer high-q... or low-q... programmes? 6. Can you name any TV programmes that have a... you deeply? 7. Have you seen any TV programmes or films that are a...? 8. Is television dangerous for i... people? 9. Do you think there is a c... between what children see on TV and the real world?

d) Work in pairs. Ask and answer the questions in ex. 3c. Use the underlined phrases from ex. 2b where necessary.

4. Write a short summary of the article in ex. 2, using the words and phrases below.

Although television was invented less than a hundred years ago, ... What makes television so popular is ... When people watch television, they ... If viewers want to learn something new, they ... These are the advantages of television. One of the disadvantages of this means of communication and entertainment is that ... Many people think that children and teenagers ... TV is becoming more dangerous for young people because ... Children who watch TV ... The situation must be changed.

Lesson 5. ARE YOU ADDICTED TO THE INTERNET?

Communicative area: giving information and advice
Active vocabulary: a gadget, addicted, an addict
Active grammar: complex sentences with different types of subordinate clauses
1. a) Read the joke below. Do you agree with the arguments?

The top 5 reasons why the television is better than the World Wide Web
5. It doesn’t take 5 minutes to build the picture when you change the TV channels.
4. The family never argues over which Website to visit this evening.
3. A remote control has fewer buttons than a keyboard.
2. The news programme never slows down when a lot of people tune in.
1. You can’t surf the Web from a couch with a fizzy drink in one hand and a packet of crisps in the other.

b) What do you spend more time on: watching TV or surfing the Net? Do you know someone who is addicted to the Internet?

an addict – addicted – an addiction

2. a) Work in pairs – Student A and Student B – to know if you are an Internet addict. Do your part of the quiz. Make note of the answers you have chosen.

Student A’s questions:
1. What do you think are good names for children?
   a) Scott and Jenny. b) Bill Gates IV. c) Mozilla and Dotcom.
2. What’s a telephone?
   a) A thing with a round dial you use to talk to others. b) A telecommunications gadget (device) with 12 keys. c) Something you plug into a modem.
3. Which punctuation is most correct?
   a) I had a wonderful day! b) I had a **wonderful** day!!! c) I had a wonderful day :-)
4. You wake up at 4:00 a. m. and decide to:
   a) visit the bathroom. b) check the fridge. c) check your E-mail.
5. What are RAM and ROM?
a) A male sheep and a city in Italy. b) Big stars of the WWF. c) I need more of the former (RAM) and should upgrade the latter (ROM).

6. To avoid a virus you should:
a) stay away from people who sneeze and cough. b) never read E-mail titled “Good Times”. c) use virus scanning software.

Student B’s questions:

7. When you want to buy something hard-to-find you:
a) ask friends where to get it. b) check out the Yellow Pages. c) go to Yahoo!

8. When you don’t understand how to use a new gadget you:
a) ask the shop-assistant. b) call the manufacturer’s toll-free number. c) visit the manufacturer’s Website and look for the FAQ (frequently asked questions).

9. When you’re interested in someone you say:
a) Tell me more about yourself. b) What’s your star sign? c) What’s your Profile?

10. When you want to research something you:
a) open up your encyclopaedia. b) put Encarta Encyclopaedia in your CD-ROM drive. c) go to www.google.com.

11. When you write a letter you:
a) put pencil to paper. b) open Eudora. c) ask: What’s a letter? Is it like E-mail?

12. You correct errors using:
a) an eraser. b) white-out. c) backspace or delete.

b) Student A: Ask your partner questions 1–6. Write down your partner’s score. Student B: Ask your partner questions 7–12. Make note of the answers your partner have chosen.

c) Use the comments below to score yourself. Are you an Internet addict?

SCORING:
Give yourself zero points for each “a” response, five for each “b” and 10 for each “c”.

If you scored 100 or higher, unplug your computer and get more hours in real life.
If you scored between 31 and 99, you’re living a good mix of Net and reality.
If you scored under 30, you probably didn’t read this far.

3. a) Read the sentences below. Are they simple or complex sentences?
   A. When I don’t understand how to use a new gadget, I visit the manufacturer’s Website to look for the FAQ.
   B. If your score is 100 or higher, you are addicted to the Internet.

   b) What number of clauses do they consist of? Which of the sentences above contains an adverbial clause of time and which – an adverbial clause of condition?

   c) Study the rules on complex sentences with subordinate clauses in the grammar reference. Work in pairs. Read the sentences in italics in ex. 2 of lesson 4. Decide what type of subordinate clauses they have. What words are used to link the clauses?

4. a) Read the advice to the Internet addicts. Which is the best piece of advice?
If you are addicted to the Internet...
   – you should consult a doctor and have talk therapy;
   – you will have to take some special medicine, which is used to stop kleptomania or gambling addiction;
   – you can take up some hobby such as cycling or reading;
   – talk to your parents;
   – ask a friend or a family member to put on parental controls on your computer.

   b) Write your advice to an Internet addict.

Lesson 6. THE ERA OF MOBILE PHONES

Communicative area: retelling
Active vocabulary: to interrupt, to avoid, cord, to eavesdrop, to dial, option, landline, couldn’t help (doing smth)
1. Work in two groups: pros and cons. One of the groups thinks of the advantages of mobile phones, the other – of their disadvantages.

2. a) ☞ Listen to the story told by an adult. What was unusual about the mobile phone conversation he heard?

b) Read the sentences from the story. Guess the meaning of the words in bold.

We had one phone in our house. It was not only wired to the wall, it was on the wall and had a very short **cord**.

If you wanted to call someone you stood facing the phone to **dial** the number.

You never knew if one or more neighbours were listening as all they had to do is pick up their receiver to **eavesdrop** on your conversation.

Back then teenage conversations weren’t so important. Any adult wanting the line could **interrupt** you.

Unfortunately, there were no other **options** for communicating. There were no personal computers, no internet, no e-mail, no text messaging or chat rooms. That **landline** phone was all we had.

Still trying to avoid eavesdropping, I turned sideways trying not to listen to either of them.

You see, I’m old enough to control my behaviour but not old enough to have poor hearing. I **could not help hearing** their conversation.

c) Find the words in bold in ex. 2b which mean

1) telephone line which travels through either metal wire or optical fibre, as distinguished from a mobile cellular line, where signals are sent and received via radio waves;
2) one thing which can be chosen from a set of possibilities, or the freedom to make a choice;
3) to stay away from (someone or something), or prevent (something) from happening or not allow yourself to do (something);
4) to stop (a person) from speaking for a short period by something you say or do, or to stop something from happening for a short period;
5) covered wire which connects electrical equipment to an electrical supply or other equipment;
6) to listen to someone’s private conversation without them knowing;
7) to operate a telephone or make a telephone call to someone by pressing a particular series of numbered buttons, or moving a numbered disc on the telephone;
8) were not able to control or stop something.

3. ✋ Listen to the story again. Decide if the statements are true or false.

1. The man is about 35 years old.
2. He used to have a mobile when he was a teenager.
3. They used their phone to invite friends and neighbours to parties.
4. The man is a polite person.
5. The girls in the line were talking to each other.

4. a) Work in pairs. Use the words below to retell the story. Take turns to connect any two words in the box to make a true sentence based on the story. (See the example.) You can use the same words several times connecting them to new words. The person who is the last to make a sentence is the winner.

- line, dial, conversation, department store, behind, mobile, e-mail, neighbour, metre, text-messaging, behaviour, teenage, girl, computer, memories, teacher, similar, turn away, number, party, chat room, the Internet, celebration, polite, cord, conversation, interrupt, eavesdrop, couldn’t help, avoid, option, school, in front of, conversation, listen, similar, old enough, important.
E.g. Once he was standing in a line in the local department store.

b) Write down the story.

5. Work in groups of three. Ask and answer the questions.

1. Do you have a landline phone at home? How often do you use it? Is your landline phone cordless? 2. What options for communicating with people do you have? 3. Do you dial telephone numbers on your mobile with your left hand or your right hand? 4. How do you feel when someone interrupts your telephone conversation? 5. Have you ever eavesdropped on any telephone conversations? 6. Do you usually try to avoid listening to other people talking on the phone? 7. What do you do if you can’t help hearing a telephone conversation?

Lesson 7. MOBILE PHONES – WOLVES IN SHEEP’S CLOTHING?

Communicative area: retelling, making a survey
Active vocabulary: a fad, a peer, a right
Active grammar: complex sentences with different types of subordinate clauses

1. Work in three groups: teenagers, parents, scientists. Prepare to speak about your attitude to mobile phones.

2. a) Work in the same groups. Read your article, discuss the meaning of the words in bold. Prepare to retell the article to your classmates. What does your article tell you about: the advantages of the mobile phone or its disadvantages?

A. My teenage daughter got a new mobile and I’m totally confused. Emily’s new phone plays music and videos. It has games and a navigation system. It connects to the Internet. I cry out for olden times, when a phone to a teenager meant having his/her own extension in the bedroom. Now things are much more complex, and a parent can’t even eavesdrop.
When mobile phones appeared, we thought they were just a passing fad. However, they have become more important to young people than schoolwork, following dress codes, and writing thank-you notes, all put together.

I was out-of-my-element as we entered the busy phone store. “We just want a simple phone,” I stated.

The woman asked, “What do you mean?”

Emily elbowed me. “What she means is we want an LG Chocolate.”

“We simply want a basic phone with no bells and whistles, no downloads, no uploads, no extra minutes, no ring tones, no dial tones, no Sudoku, no nothing. Just simple. And cheap.”

Emily covered her face with her hands.

“I’m sorry,” I said, recovering myself. “Go ahead and give her the Large Chocolate, and throw in a hamburger, please.”

I left the store nostalgic for the time when you could pick up a black receiver and an operator said, “Number please”. Then you recited three numbers and a letter, and the call went through. And if you had a party line, you could listen to other parties talk.

Why on earth must we improve on what is already perfect?

After Karen Williams

B. Hold on while I just download some games for my mobile phone!

Na, seriously, I am a teenager and we have a right to mobile phones. We are the future of this world and mobile phones are the future of technology.

All the old people reading this, just think back to when you where in high school. I’m sure you had some trendy thing that older people disagreed with. Maybe it was a yo-yo or some weird thing you old people play with. Did you want to keep it or throw it away?

They are useful in more ways than you could even dream of, a lot more useful than your favourite yo-yo.

Primarily they connect us to our friends that we can’t always talk to. Secondly they have games – ENTERTAINMENT! It could just be better than your old yo-yo! They also play music. Amazing, isn’t it!
That is the same with mobile phones: we love them even if older people disagree.
Power to the future!
P.S. LG Chocolate is a nice phone!

After Vincent Moore

C. The mobile phone has become the most important way of communication for teens and they often avoid contact with peers that don’t have mobile phones. “Next time a teenager says, ‘Mom, Dad, if I don’t have a phone, I’m going to be a nobody,’ they are being serious,” said Robbie Blinkoff.

Blinkoff and his colleagues studied the behaviour of 144 mobile phone users between the ages of 16 and 40 from several countries and found that teenagers often saw little difference between meeting face to face and talking on the phone. They often saw groups of teenagers sitting together, talking with faraway friends on their mobiles rather than to each other.

Can we say that mobile phones are wolves in sheep’s clothing? 40% of young adults use their mobile phones during more than four hours a day to talk or send text messages. If they miss a call or a message, it makes them feel “deeply upset and sad”.

The main difference between this kind of addiction and alcoholism or drug-addiction is that mobile-addicts can be seriously affected psychologically but, as they don’t show any physical symptoms, others don’t see their problem. In fact, addiction to mobile phones is a part of a greater group – that of addiction to new technologies.

Mobile-addicts forget about important activities (studies), drift apart from friends and close family and think about the mobile phone constantly when they do not have it with them. There was once a teenager who had 14 mobile phones. She spent sleepless nights in the company of phantom chat partners and finally dropped out of school.

A huge number of teens use their mobile phones during school. The survey also revealed that on average, teens spend almost as much time on their mobile phones as they spend doing physical activity. One half of those surveyed said they would rather have their TV privileges cut down than their mo-
bile phone use, while more than a quarter (27%) indicated they would prefer to have Web access limited rather than have their mobile phones taken away.

b) Work in groups of three: one teenager, one parent and one scientist. Tell your stories to the group members. Who do you agree with?

3. a) Choose the correct definition for each word in bold in the articles:

**fad** – 1) to gradually disappear; to lose colour or brightness, or to make something do this 2) something that someone likes or does for a short time, or that is fashionable for a short time

**peer** – 1) a person who has a high social position and a title, like baron, earl and duke 2) a person who is the same age or has the same social position or the same abilities as other people in a group

**right** – 1) the side of your body that has the hand that most people write with; opposite to left 2) the freedom and the advantages that everyone should be allowed to have

b) Ask and answer.

1. Do you think the mobile phone is just a fad? When do you think yo-yo was a fad? 2. Do most of your peers have mobile phones? 3. Do you think teenagers have a right to use any means of communication they like and as much as they like?

c) Look through the articles. Find examples of complex sentences. Define their types.

4. a) Make a survey on mobile phones. Take one question each and ask all your classmates. Make notes of their answers. Report the results of the survey to the class.

- Do you have a mobile phone? What can your mobile do?
- Do you prefer meeting people or talking to them on the phone?
- How much time a day do you use your mobile phone?
- What do you mostly use your mobile for: talking, texting, playing video games, other?
• Do you use your mobile during school?
• Do you think you have an addiction to mobile phones?
• Do you use your mobile at night?
• How much time do you spend a day doing physical activity?
• If you had to choose between the mobile phone and the TV, what would you choose?
• If you had to choose between the mobile phone and the Internet, what would you choose?

b) Are any of the results surprising?
c) Write your own answers to the questions in ex. 4a.

Lesson 8. FUTURE OF COMMUNICATIONS

Communicative area: expressing complex ideas
Active grammar: complex sentences with various subordinate clauses

1. Read the predictions below and decide which of them was the most absurd.

“There is no reason anyone would want a computer in their home.”

“The phone has too many shortcomings to be seriously considered as a means of communication”
Western Union Statement in 1876

“Television won’t last because people will soon get tired of it”
Lee deForest, American radio pioneer and inventor, 1957

2. a) Match the beginnings and endings of the sentences taken from an article about the future of communications.

1. What we need to know is...

Правообладатель Вышэйшая школа
2. If we don’t do anything about TV, the Internet and mobile phone addictions today, ...
3. It is always possible ...
4. Sometimes we take it for granted ...
5. Though it seems ...
6. When we think about the future,
7. We don’t know ...
8. But the thing that worries many of us most is ...
9. It appears ...

A. ... it might be too late tomorrow.
B. ... what we are going to do about the changes that all these new inventions bring along and how they will affect our lives.
C. ... whether new means of communication will be available in the future and whether they will change the quality of our life.
D. ... we imagine something really revolutionary like time travel or telepathy.
E. ... that our life is becoming more and more comfortable and successful with all the new means of communication and new devices – plasma TVs, portable computers, wireless Internet and smartphones.
F. ... that there is a contradiction between the advantages of new technologies and the disadvantages we can’t help noticing.
G. ... that new ways of keeping in touch will appear and replace the old ones.
H. ... as if everything has already been created, inventors surprise us with new gadgets every year.
I. ... what can be invented in 10, 20 or 50 years from now.

b) Define the types of the subordinate clauses in the sentences above.

c) Put the sentences in a logical order to make an article.

d) ☑️ Listen and compare with your version.

3. a) A website asked their teenage readers to answer the question: What predictions can you make about how we will communicate globally in the future? Read the predictions. Which of them do you agree with most?

In the future I think there will be...
... no telephones, parents will have mobile phones and kids will have watches that they can talk to friends on
... just about no such thing as a piece of paper, because things will be done by using I.C.T. (Information and communication technologies)

... teleporters!!!! Also I think we will have time machines! I’m looking forward to getting all this GREAT/AWESOME stuff!!!!!!!

... more types of computers & telephones, cellphone watches, a TV that you can put in your bag and watch it when you are walking round and a telephone that you can talk to and see what they are doing

... an electronic high technology microchip inserted in a person’s head that will read the minds of other people

... one book and you can talk and do all your subjects all in one book

... books that talk to you so you don’t have to read them, everyone will have electric wheel chairs and those cool scooters!

... no need to plug anything into walls because someone will have come up with something else to power up things

... mini ear phones that you can just push a button and it will call anyone you want. Also I think that we will live in gold houses.

COOL!

... no teachers, just robots, who will never get mad at you for not doing your homework

... a small web cam thingy in schools that connects every class together and you’ll be able to get holographic images through it

... no need to learn many foreign languages, because English will be the lingua franca in the whole world

b) Write your predictions about the future of global communication.

------------- Project: Debate / Poster -------------

• OPTION 1: Debate on the topic “New Technologies Are Improving Communication”.  

Правообладатель Вышэйшая школа
Project Preparation

Step 1: Work in two groups to prepare for the debate. One group proposes the motion; the other group opposes the motion. Brainstorm your arguments for or against. Be ready to provide facts supporting your arguments. Try to predict what arguments your opponent can come up with. Prepare counter-arguments. Think of a slogan to motivate the audience to vote for you.

Step 2: Choose a speaker to represent your group. Help them to structure their speech. It should consist of three parts: introduction, main body and conclusion. In the introduction the speaker is supposed to say what they are going to speak about. In the main body they are supposed to present the arguments and support them with facts. In the conclusion the speaker should say what they have spoken about and should finish up with the slogan.

Project Presentation

Make your speeches. Hold a vote to decide who has won the debate. Encourage the audience to be objective.

• OPTION 2: Poster “Future of Communications”.

Project Preparation

Make a poster presenting your predictions for the future as far as new technologies are concerned. It might be a collage made of photos or pictures, a 3D model of some futuristic gadget, etc. Prepare to speak about the new technologies and their role in the future life of the people.

Project Presentation

Present your posters to the class. Vote for the best projects.
Communicative area: talking about types of disasters
Active vocabulary: disaster, volcanic eruption, volcano, tornado, hurricane, earthquake, flood, crash, tsunami, drought, shipwreck, landslide, famine, nuclear war, wildfire; idioms with disasters

1. a) What does the word disaster mean? Choose from the list: 1) no flowers; 2) bad star; 3) bad flower; 4) no stars.

b) Read the definition of the word disaster. What is the equivalent of this word in your language?

Disaster – a terrible and unexpected event which results in great loss of life, a lot of damage or serious difficulty, as a volcano eruption, airplane crash, or business failure. The word comes from ancient Greek where it means ‘bad star’, as Greeks described the destruction of a star as a disaster.

2. a) Do the quiz on disasters with your partner. Ask your teacher for help if necessary. You can get an extra point for each answer if you provide additional information.

   Question 1: Which island has been nearly destroyed by its currently active volcano, wiping out the capital and forcing thousands to evacuate?
   a) Krakatau, Indonesia   b) Montserrat, West Indies   c) Mindanao, Philippines

   Question 2: The last voyage of this luxury liner ended at the bottom of the Atlantic Ocean. It was described as a floating museum and guaranteed to be unsinkable. The death toll in the shipwreck was 52 people, yet even today the ship continues to claim victims—more than ten people have lost their lives hunting for sunken treasure aboard the ...
   a) Andrea Doria   b) Queen Mary   c) Titanic
Question 3: In one of the world’s worst train crashes, on June 6, 1981, the conductor of a train braked (затормозил) to avoid hitting a cow, causing the train to get off the bridge into the river below. The death toll was 268 passengers, 300 went missing. The crash was located ... .
   a) near Pardubice, Czechoslovakia   b) in Siberia, Russia   c) near Mansi, India

Question 4: What American state has had the largest share of tornadoes per year?
   a) Kansas   b) Florida   c) Texas

Question 5: This airplane crash near Mt. Erebus, Antarctica, killed all 257 aboard. They were part of a ...
   a) sightseeing excursion   b) scientific expedition   c) colonisation society

Question 6: Indonesia and Japan have historically had the most active volcanoes. Which country ranks third?
   a) United States   b) Honduras   c) Italy

Question 7: Which of the following is least likely to cause a tsunami?
   a) volcanic eruption   b) earthquake   c) tornado

Question 8: What has been the most devastating epidemic in the history of the world?
   a) the Black Death (14th century)   b) the Spanish Flu (1918)   c) AIDS epidemic (1981 – present)

b) Guess the meaning of the words in bold.

3. a) Match the disasters with pictures 1–16.
earthquake, flood, plane crash, famine, landslide, tsunami, volcano eruption, shipwreck, epidemic, nuclear accident, war, wildfire, terrorist act, tornado, hurricane, drought

b) 🎧 Listen and check yourselves.

c) Put the disasters into two columns: natural and man-made. Add more disasters to the list in ex. 3a. Are they natural or man-made?

d) Put the natural disasters – ‘acts of God’ – into four categories according to the ancient theory of four classical elements: fire, air, water and earth. Justify your choice.
4. **Work in pairs. Use the questions below to talk about each disaster.**

- What parts of the world do these disasters usually happen in? Why?
- Are these disasters typical of your country?

5. **a) Match the idioms with their meanings:**

- a disaster of epic proportions
- the eye of the hurricane
- calm before the storm
- to sit on a volcano
- to spell disaster
- a disaster area
- is a recipe for disaster

- to predict disaster
- a very untidy place
- is very likely to end badly
- an area of calm in the centre of the storm
- a quiet period just before a period of great activity or excitement
- to be in a place where trouble may start or danger may come suddenly
- a very large disaster

**b) Fill in the missing idioms. You might need to change the forms of the verbs.**

1. This heavy never-ending rain ... for the plants. 2. After the party the house was ... . 3. The earthquake of 2011 followed by a tsunami and a nuclear accident was a ... for Japan. 4. The lunch hour rush is over, but the dinner rush will start soon. So, don’t relax, this is only ... . 5. In the brief ..., the shop-assistants prepared themselves for the doors to open and bring in thousands of Christmas shoppers. 6. Bob was in that part of South America just before the revolution began. He knew he was ... . 7. Little children playing with fire ... .

**c) Answer the questions.**

1. Are exams a disaster of epic proportions for you? 2. Is your room a disaster area? 3. What can spell a disaster for you? 4. Can you compare a school break between lessons with the eye of the hurricane or calm before the storm? 5. Do you know anyone who is sitting on a volcano? 6. Can you describe a situation which is a recipe for disaster?
Lesson 2. DISASTERS OF THE PAST

Communicative area: discussing the disasters of the past
Active vocabulary: to cause, to crash, plague, death toll, devastating

1. a) These three words stand for three disasters. Put the letters in the correct order:
   QKEEAARHTU  CCOLVAIN NOEPURIT  IEECPMDI

   b) Match the words with definitions. One definition is extra. Which disaster does it define?
   • the appearance of a particular disease in a large number of people in the same period of time
   • a sudden violent movement of the Earth, sometimes causing great damage
   • an extremely large wave caused by movement of the earth under the sea when there is an earthquake or a volcanic eruption
   • sudden explosion of a volcano

2. a) Read the introductions to three articles describing disasters. Match them with the pictures and the disasters from ex. 1a.

Pieter Bruegel, The Triumph of Death, 16th century
Karl Briullov, The Last Day of Pompeii (1827–1833)

A. Mount Vesuvius has become familiar to many people from the time that archaeologists began to search for the world that had been buried during the eruption of 79 AD. Yet it is one of the smallest active volcanoes in the world and the
only active volcano on the European continent. The name, Vesuvius means ‘the one that hasn’t stopped burning’.

B. Two great natural disasters struck Europe in the 14th century. One was climatic: the Little Ice Age. The Baltic Sea froze over in 1303, 1306 and 1307, something never before recorded. In France, crops failed after heavy rains in 1315; there were widespread famine, reports of cannibalism, and epidemics. But, if the Little Ice Age made life in Europe uncomfortable, the Black Death – the bubonic *plague* – brought life to a standstill. During its march across Europe, the *death toll* rose to dozens of millions.

C. Where did all the dinos go? The last dinosaurs died approximately 65 million years ago. What *caused* their extinction is still a mystery. One of the most popular theories, supported by many scientists, suggests that a big meteorite **crashed** into Earth, bringing such **devastating** changes in the climate that dinosaurs could not survive. The disaster produced enough dust and debris to block out sunlight for a long time leading to a deadly chain of events. Without the sun, all the plants died; without the plants, all the plant-eaters died; and without the plant-eaters, all the meat-eaters died. The theory sounds reasonable. But there is one problem with it: paleontologists have not yet been able to find dinosaur skeletons in rocks dating to the period of the disaster. Some evidence even seems to indicate that all the dinosaurs had died before the meteorite hit. What is the answer?

b) Match the words in bold with their definitions:

a) a serious disease which kills many people; a large number of things which are unpleasant or likely to cause damage;
b) to have an accident, esp. one which damages a vehicle – plane, train or car;
c) to be the reason why something, esp. something bad, happens;
d) destroying completely or causing great damage, emotional suffering or pain;
e) the number of people who died on a particular occasion.

c) What do you know about these disasters? Share with the class.
3. a) Work in three big groups. Each group reads one of the articles. Answer the questions to the article. Prepare to retell your article to other students.

A. When a volcano is active, there are usually several calm years between eruptions – calm before the storm. During calm times people used to settle near the mountain. People still choose to settle near Vesuvius as well as around Mt. Etna in Sicily because they can grow excellent wine grapes there. They feel safe because peaceful times can last up to 2000 years. As long as the volcano is active, people are living atop a live bomb – sitting on a volcano. Today there are over 2 million people living around Mount Vesuvius, a volcano that has erupted more than 50 times since 79 AD.

The eruption began the morning of 24 August. Midday became like midnight as the city of Pompeii, just 5 miles from the volcano, was covered with six inches of ash (пепел / попел) and pumice (вулканическая пемза / вулканічна пемза) within one hour. Later Herculaneum – another city near the volcano was buried under 65 feet of hot volcanic matter. The following morning, hot gases and more ash from the volcano buried Pompeii and its inhabitants to a depth of 12 feet. After the eruption the buried cities were forgotten for almost 1700 years when Pompeii was accidentally discovered.

The last known eruption was in 1944. Mt. Vesuvius is still active today. With more than two million people living around its base, the volcano is considered one of the most dangerous in the world.

Questions: Why do people settle near volcanoes? When did the historic eruption happen? What caused the disappearance of Pompeii and Herculaneum? Is life around Vesuvius dangerous?

B. News of a terrible plague arising in China and spreading through Central Asia to India and Persia, Mesopotamia, Syria, Egypt, and all of Asia Minor had reached Europe in 1346. They told of a death toll so devastating that all of India was said to be depopulated. However, no serious danger was felt in Europe until infected ships arrived in Messina, Genoa and Venice.

The Black Death, as people called it, quickly spread to Africa, and throughout Europe. People did not know that rats in-
fected by disease-carrying insects caused the Black Death. They thought it was a punishment from God. The towns were hit the hardest: there was no sanitation; people threw their garbage out on the street, slept and worked in the same clothes for days and even weeks at a time without washing themselves or their clothes. There was no toothpaste or toothbrushes. Even before the plague, what is amazing really is that anyone lived. The truth is, only the very strong survived. But even the strong had no defense against the Black Death. The cause of the plague was not discovered until the 20th century (1900’s.) Today, this disease is called the bubonic plague. We’re lucky – we have a vaccine for the plague, but the people in the Middle Ages could not protect themselves from many diseases as we do today. Plague epidemics ravaged London, Marseille, Italy and Germany. During its 400-year reign of terror, the death toll of the bubonic plague rose to 137 million people. The bacteria of the plague still appears from time to time and has even been researched as a biological weapon by some countries.

Questions: When did the plague start? Where did the epidemic come from? What caused the epidemic? What was the death toll? Can an epidemic of plague be as devastating nowadays?

C. Probably the most popular theory right now is the Asteroid Theory. According to this theory a large asteroid or comet hit the Earth about 65 million years ago. Scientists think that such a large collision would throw so much dust into the air that sunlight would not be able to shine and plants and animals would die. The dinosaurs became extinct.

Another theory is volcanic activity. A huge number of volcanic eruptions at around 65 millions years ago could have produced so much ash that it blocked out the sun killing the dinosaurs.

Some scientists believe that there was a severe Ice Age. It could have changed temperatures and frozen a lot of Earth’s water. The dinosaurs would not be able live under such conditions and that is how they died out.

There is one more scenario, though. An epidemic brought about by biting, disease-carrying insects may have killed the dinosaurs. Blood-sucking insects carrying malaria and other
diseases may have finished the job, along with the changing environment, meteors and massive lava flows.

Still yet another theory is that the Earth just gradually changed in climate over a long time period and the dinosaurs were not able to adapt to the cooler, drier conditions.

Questions: What is the most popular theory of why the dinosaurs die out? How did volcanoes kill the dinosaurs? How did insects? What was the role of the climate in the disappearance of the dinosaurs?

b) Work in groups of three. Each student retells their article to the other two members of his group and asks the questions after the article to check their understanding. Which facts do you find most surprising?

4. Which of the disasters was the most devastating? Why do you think so?

Lesson 3. PARADISE ON EARTH?

Communicative area: speaking about disasters in the tropical areas
Active vocabulary: humidity, level, rise, to lead to, to result in, pollution, damage, consequences, prone, vulnerable

1. a) Look at the pictures below. Which of these places would you like to go for a holiday? Why?

b) Surprisingly, both pictures show the same place – the Fiji islands. What are your associations with Fiji?

2. a) Listen to three people describing Fiji. Decide which of them is a tourist agent, which – a historian, and which – an environmentalist.
Listen to the historian and the tourist agent again. Note down all the advantages of visiting Fiji.

Read the script of what the environmentalist said about Fiji. Fill in the missing words. Use the vocabulary box for help.

humidity, level, rise, lead to, result in, pollution, consequences, prone, vulnerable, damage

A year-round warm tropical climate is one of the main aspects of Fiji that attracts visitors from all over. However, the hot weather, (1) ... and its South Pacific location can also (2) ... dangerous natural disasters, including cyclones, floods, droughts, earthquakes and tsunamis.

A cyclone is a tropical type of hurricane and is the main natural disaster in the Pacific region. Fiji’s cyclone season is from November through April. Severe tropical storms bring about massive rainfall and they may cause the sea to rise as much as two meters. The terrible (3) ... of a cyclone could be destruction of houses and gardens, blackouts, loss of vegetation, flooding, land erosion, destruction of coral reefs and (4) ... of water. The death toll is usually not very high, but the (5) ... is enormous.

Flooding in Fiji can be the result of cyclones, though it can also occur during the country’s rainy season. Water gets polluted and clean water has to be delivered, as well as other supplies, to the flooded areas. People get killed by drowning or in landslides.

The areas that are driest in Fiji are most prone to droughts. Besides affecting water supplies, droughts can be devastating for agriculture, which is an extremely important economic aspect of Fiji.

Moreover, the Fijian Islands are seismically active, which means that they are (6) ... to earthquakes. In some cases, earthquakes can cause tsunamis as well. A tsunami is a large ocean wave that is caused by a sudden motion of the ocean floor. Besides an earthquake, the sudden motion could also be the result of an underwater landslide or a powerful volcanic eruption. Tsunamis are extremely dangerous and can quickly (7) ... the loss of lives.
What does the future hold for Fiji? Climate change will cause extreme weather events like cyclones, floods and droughts, a rise in the sea ..., destruction of coral reefs due to the ... of temperatures. Both locals and tourists will be ... to floods, storms and other extreme weather events, water will be polluted and there will be a risk of epidemics. There will also be huge competition over water, land and forest.

The Fiji islands still look beautiful and for the most part healthy and unspoilt. The world would be different without Fiji. Something must be done to protect the islands from danger.

d) Listen to the environmentalist again and check yourselves.

e) What are the disadvantages of visiting Fiji?

3. a) Find one synonym for the three underlined words.

b) Which of the words from the script mean

– often bad or inconvenient results of a particular action or situation;
– able to be easily physically, emotionally, or mentally hurt, influenced or attacked;
– showing a tendency to suffer from an illness or show a particular negative characteristic;
– a position, especially of height;
– upwards movement;
– to go in a particular direction or have a particular result;
– to cause a particular situation to happen;
– the result of making air, water, earth, etc. dirty or harmful to people, animals and plants;
– small drops of water in the air (of air and weather conditions);
– physical or emotional harm or bad effect on something?

c) Read the sad story of a Pacific island. Fill in the active vocabulary of the lesson. Change the word forms if necessary.

The Doomed Island

Tuvalu is a small island nation halfway between Hawaii and Australia in the tropical Pacific. It is practically the definition of ‘island paradise’ except for the fact that the country lies
only 15 feet above the sea ..., which is the size of an NBA player standing on his own shoulders.

Hot weather, high ... and heavy rainfall make this island ... to floods. Floods cause water ... . Cyclones, earthquakes and tsunamis make the people of Tuvalu vulnerable. ... done by natural disasters is always serious. Together with beaches erosion and deforestation, all these factors ... people leaving the islands. But nothing compares to global warming, which ... sea level rise. Tuvalu is going to disappear completely under the Pacific Ocean. The ... of climate change for Tuvalu will be devastating.

_Tatou ne Tuvalu Katoa_ – We are all Tuvaluans – is often used in Tuvalu to bring people together in the collective interests of their tiny and very ... country. It is also used by some environmentalists who understand that global warming and sea level ... are dangerous not only for the Tuvaluans, they are dangerous for us all.

d) 🎧 Listen and check yourselves.

4. Are islands like Fiji and Tuvalu real paradise on Earth? Which of the disasters that these islands are prone to are natural, which – man-made?

Lesson 4. A WAVE OF EMOTIONS

**Communicative area:** discussing the consequences of a disaster  
**Active vocabulary:** to affect, to prevent, to predict, to warn, to donate, lack, victim, livelihood, homeless, survivor, to take something for granted

1. Look through the list of countries. Which of them do you think is most disaster-prone? Why do you think so?

The USA, New Zealand, Afghanistan, the Philippines, Japan, China, the UK, Bangladesh.
2. a) Read the fact file on an earthquake and tsunami in Asia. What are the most shocking facts for you?

- The word ‘tsunami’ comes from the Japanese meaning ‘harbour wave’.
- It was caused by an earthquake of 9 on the Richter scale. The quake struck off the coast of Sumatra, Indonesia, causing tsunamis that swept through the coastal regions of a dozen countries in the Indian Ocean. The death toll was about 230,000 people. This has been one of the biggest natural disasters in recent human history.
- It happened at 6.58 local time on December 26.
- In Indonesia more than 130,000 people were dead and half a million affected.
- In India the death toll rose to more than 10,000, thousands are affected.
- In Sri Lanka more than 30,000 were dead, and thousands affected by the earthquake and tsunami.
- The other seriously affected countries are Thailand, Myanmar, Malaysia, the Maldives and Somalia.
- About a third of the people killed by the tsunami were children. About 5 million survivors were also affected. They lost all their livelihoods. But even more people were in danger of dying from disease due to lack of sanitation and clean water.

b) Read the glossary for the words in bold. Fill them in the sentences below. What are their equivalents in your language?

- livelihood – the money people need to pay for food, a place to live, clothing, etc.
- survivor – a person who continues to live, despite nearly dying
- lack – not enough or none of something
- to affect – to have an influence on; to do something that produces an effect or change in something or in someone’s situation

1. Fishing is the only source of ... for many people in the area. 2. ... of money does not allow them to get a good education. 3. The disease only ... cattle, not people. 4. There were no ... after the plane crash.
3. a) Read the reactions of some school students to the disaster in Asia. Which of the statements do you relate to?

   Emily, 14, Preston: “I’m shocked that such a thing has happened. We should be grateful for not being in that kind of situation. I hope that the world will reunite and stop fighting because of it.”

   Francine, 13, Newcastle: “I feel deeply saddened by what has happened but I am also angry that places north of the epicentre weren’t warned of the tsunamis. The waves struck 4 hours after the original earthquake. This terrible death toll could have been prevented.”

   Naomi, 15, Cheltenham: “The earthquake has got to me, and all those families who have lost their livelihoods. Their holiday industry and economy are ruined.”

   Rosie, 14, Aberdeen: “Everyone at my school is going to donate a pound, every day for a week – it’s a big school! Put your pocket money towards a good cause rather that a new pair of shoes. Believe me, you’ll feel great afterwards, knowing that you’ve helped save a life.”

   Tina, 16, USA: “I think that we should donate a lot of money to charities to help the survivors and victims of the disaster.”

   Emma, 14, Canada: “I think it’s a terrible tragedy. There has been such a large loss of life. I can only hope that millions of people who are homeless can eventually get their lives back to normal. What happened just makes you think how lucky we are to have enough water and food. And some children can’t enjoy things that we take for granted.”

   Adam, 14, Newbury: “It’s like the stuff you see in films, not something you really think could happen in your lifetime. But this terrible event proves that this stuff happens in real life and we can predict what nature can do. I feel for everyone who has been affected by this. My heart goes out to them.”

b) Find at least five expressions in ex. 3a which describe people’s emotions about the disaster.

4. a) Match the words in bold in ex. 3a with their definitions.

   a) to say that an event or action will happen in the future, esp. as a result of knowledge or experience;
b) to stop something happening or someone doing something;
c) someone or something which has been hurt, damaged or killed or has suffered, either because of the actions of someone or something else, or because of illness or chance;
d) people who have nowhere to live, and who often live in the streets;
e) to make someone aware of a possible danger or problem, esp. one in the future;
f) to give without wanting anything in exchange;
g) to expect that something or someone will always be there when you need them and never think how important or useful they are.

b) Complete the questions with the words in bold from ex. 2 and 3a. Change the forms of words if necessary.

1. What is more devastating during a disaster: loss of life or loss of ...? 2. What are the dangers for survivors of terrible disasters? 3. How does ... of clean water and food lead to diseases? 4. What groups of people are usually ... by disasters? 5. Is it possible ... such disasters as earthquakes, tsunamis, floods, volcano eruptions, cyclones and hurricanes? 6. Can people be ... about the danger of a disaster? 7. What can be done ... loss of lives? 8. Should people in safer parts of the world help ... of disasters in the areas of the globe that are unstable or vulnerable? 9. Who should help the ...? 10. Do you ever ... money? 11. Do you ... everything in your life ...?

c) Work in pairs. Ask and answer the questions from ex. 4b. Report the results to the class.

d) Write a paragraph describing your own reaction to the Asian tsunami. Use ex. 3a for help.

Lesson 5. SUFFERING AFRICA

Communicative area: talking about disasters in Africa
Active vocabulary: to starve, crops, shortage, emergency, aid
1. a) Listen to two poems about Africa. Follow in the books. What do the poems have in common?

Africa

By Regis Auffray, Canada

My sister
Africa
I have heard much about you
We all come from you
We are all part of you
Your beauty
Your mystery
Your history
All this is within me
I know you are hurting in parts
I wish I could ignore as most now seem to do
I am lost in the magnitude of trying to understand you
and what goes on within my soul is uneasy

I am insignificant
I am ignorant
I am sorry
I feel helpless
to help

Africa’s Pain Is My Pain

By Ayanle Isak

Africa, dear Africa,
Your children are lonely and depressed.
Africa, dear Africa,
Your children are at war with each other.
Africa, dear Africa,
Your children are killing each other.
Africa, dear Africa,
Your children are starving.
Africa, dear Africa,
Your essence is pure but you are suffering.
Africa, dear Africa,
your pain is my pain,
So I sit here crying.
b) Which lines of the poems tell us about the sufferings of the black continent?

c) What do you know about the problems of Africa? What disasters is this land prone to?

2. a) Look through the fact file on Africa. Can you predict the missing numbers?

hungry (adj.) – hunger (n.); famine – hunger on a national scale meaning that there is not enough food for a great number of people, causing illness and death, or a particular period when this situation occurs

The world produces enough food for everyone. But over ... people remain chronically hungry. That’s more than the populations of the USA, Canada, Europe and Japan.

Hunger and malnutrition claim ... lives every year, ... lives every day or one life every five seconds.

Lack of vitamin A kills ... kids a year.

Drought is the main cause of food shortages in poor countries. Crops can get ... times as big after irrigation.

Everyone needs 2,350 calories each day. ... nations do not produce enough to feed their people.

b) Listen to the statistics on the situation in Africa. Check your predictions.

c) Why do you think so many people suffer from hunger in the world? Add more causes to the list below.

• there are no roads or railways to get to far away shops
• people can’t afford to buy food
• the soil is too poor to grow crops
• farmers lack the tools to farm the land
• there is a shortage of food because of the huge population
• crops are destroyed by drought, floods or plagues of insects
• people don’t understand that it is important to eat a balanced diet of protein, carbohydrates, dairy products, fruit and vegetables
• the emergency aid from Western countries does not get to the region in time, which results in people starving
Which of the causes do you think are true for Africa?

3. a) Guess the meaning of the words in bold in ex. 2c.

   b) Read the glossary. Check your guesses.

   **aid** – help or support

   **emergency** – something dangerous or serious, such as an accident, which happens suddenly or unexpectedly and needs immediate action in order to avoid harmful results

   **crop** – the amount of wheat, rice, fruit, etc. that is produced in a season

   **shortage** – a situation in which there is not enough of something that people need

   **to starve** – to become or to cause someone to become very weak or die because there is not enough food to eat

   c) Fill in the missing words. Change the form if necessary.

   1. The ... services are the fire brigade, the police, the coastguard, and the ambulance service. 2. The government has agreed to donate $80,000 in emergency ... to African countries affected by the war. 3. Relief workers are concerned at the ... of food and drinking water in the refugee camps. 4. Whole communities ... to death during the long drought. 5. The main ... grown for export are coffee and rice.

4. a) Listen to an interview with a famine relief worker Laura Kingsley. What disasters does she say Africa is prone to? What about other places she has been to?

   b) Listen to her interview again. What do African children suffer from? Take notes.

   c) Would you like to become a famine relief worker in Africa? Why?

5. Listen to Laura Kingsley’s interview with an African girl. How is her life different from yours? Do you agree that we sometimes take our happy lives for granted?
Lesson 6. FROM HIROSHIMA TO FUKUSHIMA

Communicative area: talking about disasters in Japan, discussing nuclear accidents
Active vocabulary: contaminated, to expose, radiation

1. a) Read the Chinese proverb below. Do you know its equivalent in your language?

Disasters never come alone.

b) How is the proverb connected with the title of the lesson?

2. a) Read the short article about Hiroshima. Do you agree with Sumiteru Taniguchi?

More than 140,000 people were killed when an atomic bomb hit Hiroshima on 6 August 1945. The history of the bombing of Hiroshima and Nagasaki is “a warning to the world”, describing the disaster as an “atomic plague”.

Sumiteru Taniguchi, 82, is director of the Nagasaki Council of A-Bomb Sufferers. He comments on the Fukushima disaster:

“Nuclear power and mankind cannot coexist. We survivors of the atomic bomb have said this all along. And yet, the use of nuclear power was camouflaged as ‘peaceful’ and continued to progress. You never know when there’s going to be a natural disaster. You can never say that there will never be a nuclear accident.”

b) What else do you know about this terrible disaster?

3. a) Read the article from the Guardian, a British newspaper. What is the author of the article worried about?

Fukushima Disaster: It’s Not Over Yet

It was an email from an old friend that led me to Fukushima. I had not heard from Reiko-san since 2003. In April, she contacted me out of the blue. I was pleased at first, then worried.
Reiko’s message began in traditional Japanese style with a reference to the season and her state of mind. “It is spring time now in Tokyo and the cherry blossoms are in bloom. In my small terrace garden, the plants – tulips, roses and strawberries – are telling me that a new season has arrived. But somehow, they make me sad because I know that they are not the same as last year. They are all contaminated.”

Reiko went on to describe how everything had changed after the nuclear accident in Fukushima. Daily life felt like science fiction. She always wore a mask and carried an umbrella to protect against black rain. Every conversation was about the state of the reactors. She asked me to return and report on the story.

The magnitude 9 earthquake that struck Japan on 11 March was so powerful that it lowered the coastline by a metre and moved Japan two metres closer to the United States. It was followed by a devastating tsunami – which rose to 40m – and did most of the damage. These two natural disasters left 20,000 people dead or missing and 125,000 buildings destroyed. They caused a third disaster – the accident at the Fukushima Daiichi nuclear plant that has released more radiation than any accident since Chernobyl. Six months on, the emergency is over. But another disaster is still here: psychological depression that could prove more devastating than anything that came before.

Low-level radiation is an invisible danger that breaks DNA with results that will not be seen for years or decades. Though the vast majority of people are completely unaffected throughout their lives, others develop cancer. Not knowing who will be affected and when is deeply worrying.

This has happened before, of course. Twenty years after the 1986 nuclear accident in Chernobyl, the World Health Organisation said psychological depression was the largest public health problem caused by it: “Populations in the
affected areas develop a strong sense of lack of control over their own lives.”

In Japan this invisible pressure leads to depression too. Some people say they want to die. Others become more dependent on alcohol. Young people are leaving. And it is a particular worry for those whose DNA is most vulnerable to change: expectant mothers and young children.

With the atomic bombs, the survivors were exposed to a massive dose of radiation in a short period of time. In Fukushima, people are getting a very small dose every day. This is an important difference. The accident in Chernobyl, for example, left 134 cleanup workers with acute radiation sickness. Twenty-eight died within a year. Millions more were exposed to lower doses and a wide area of Belarus and northern Europe was contaminated. 20 years later, the WHO stated the accident caused 4,000 more cancer deaths – about 4% higher than the normal rate – among the 626,000 most highly exposed people. The organisation also noted Russian studies showing larger risk of heart disease and cataracts, but it found that births were not affected.

Given that Fukushima has released a tenth of the radiation of Chernobyl and taken greater steps to prevent contamination through milk, this would suggest Japan will have hundreds – rather than thousands – of extra cancer cases and births may not be as much of a problem as many believe.

After three visits to Fukushima, I am less afraid of radiation than I was a year ago but more worried about Japan.

*After Jonathan Watts*

**b) Guess the meaning of the words in bold.**

**c) Are the statements below true or false?**

1. The journalist decided to return to Japan because he wanted to see sakura in bloom.
2. Reiko-san was not happy with the flowers because they were all too small.
3. After the nuclear accident life in Japan was like science fiction.
4. The tsunami was caused by the nuclear accident.
5. The death toll after the disasters rose to 10,000 people.
6. The earthquake did most of the damage.
7. In Hiroshima, Chernobyl and Fukushima people were exposed to different doses of radiation.
8. The danger to people’s health in Fukushima is lower than in Chernobyl.
9. It is impossible to know who will be affected by radiation.

4. a) Look at the pictures. They show two birds – symbols of Belarus and Japan. Do you know what these birds are symbols of?

b) Read about a Japanese tradition which has become popular all over the world. Check your ideas about Japanese cranes.

_Thousand origami cranes (Senbazuru)_ is a group of one thousand origami paper cranes held together by strings. An ancient Japanese legend promises that anyone who folds a thousand origami cranes will be granted a wish by a crane, such as long life or recovery from illness or injury. The crane in Japan is one of the mystical or holy creatures (others include the dragon and the tortoise), and is said to live for a thousand years. This makes them popular gifts for special friends and family.

Several temples, including some in Tokyo and Hiroshima, have eternal flames for World Peace. At these temples, school groups or individuals often donate paper cranes. In Western countries, there is a tradition to give cranes to cancer patients.

The Thousand Origami Cranes was popularised through the story of Sadako Sasaki, a Japanese girl who was exposed to radiation from the atomic bombing of Hiroshima during World War II. Sasaki soon developed leukemia and, inspired by the legend, began making origami cranes with the goal of making one thousand.

After the disasters in Japan, many charity organisations invited people from
all over the world to start making paper cranes to send to Japan together with donations. The money was meant to rebuild Japan after the earthquake, tsunami and the nuclear accident.

c) Have you ever heard about this tradition? Can you make paper cranes?

d) Search the Internet to find out
• about Sadako Sasaki;
• how you can make paper cranes;
• how one can help Japanese people to rebuild their country.

Lesson 7. DISASTROUS NEWS

Communication area: listening to news on disasters; taking notes; reading out news

1. a) Cut the ‘disaster snake’ into 15 disasters.

b) Which of the disasters from ex. 1a can be seen in the photos?
2. a) Read the newspaper headlines. Match them with the pictures. What do you think the articles are going to be about?

100 YEARS AFTER TITANIC  
ANOTHER DISASTER IN HAITI  
MOSCOW CHOKING  
NEW YORK IN DANGER  
PHILIPPINES AT RISK AGAIN  
HEATWAVE IN CANADA AND USA  
GOVERNOR SCHWARZENEGGER DECLARES EMERGENCY

b) 🀄 Listen and check your predictions.

c) 🀄 Listen again. Take notes. Get ready to answer the questions below.

1. Where did each disaster take place? 2. What is the death toll of each disaster? 3. Which of them was the most devastating? 4. Which of them was the least devastating? 5. Do you happen to remember when these disasters took place?

3. a) Work in pairs. Complete the text of the news about the 2011 Haiti earthquake with the active vocabulary of the unit.

Another Disaster in Haiti

A powerful (1) ... has hit the Caribbean island of Haiti. Thousands of people are feared dead. Haiti was especially (2) ... be-
cause it’s the poorest country in the western half of the world and it hasn’t been able to prepare for big earthquakes.

The earthquake reached 7.0 on the Richter scale and the aftershocks of 5.0 each resulted in even more (3) ... .

Haiti is a disaster (4) ... country: (5) ... and earthquakes are common here. Haiti is regularly hit by (6) ... hurricanes, which means that people there have experience in dealing with large natural disasters. However, (7) ... of clean water and (8) ... of sanitation (9) ... an even bigger (10) ... – an epidemic. (11) ... are hard to predict.

Emergency (12) ... is being sent to the area and people from all over the world are (13) ... money to help Haiti.

b) 🔊 Listen to the news item on Haiti again. Check yourselves.

c) Imagine you are a news reader on television. Prepare to read the news item above to the class.

4. a) Work in pairs. Make notes for a short article on the recent natural or man-made disaster.

b) Individually, write the article. Prepare to read your news item to the class.

Lesson 8. SURVIVALISM

Communicative area: talking about survival strategies, achieving consensus
Active grammar: nouns with prepositions

1. a) 🔊 Listen to the poem by Robert Frost. Follow in the book. Use a dictionary to understand what the author meant to say. Share your ideas with the class.

Fire and Ice

Some say the world will end in fire,
Some say in ice.
From what I’ve tasted of desire
I hold with those who favour fire.
But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

b) Look at the pictures below. What do they say?

2. a) Read the article called *Is the end of the world really close?*
Put the five paragraphs of the article below in the logical order.

A. It is sad, that humanity does not try to work hard for its own survival, does not take steps to make the world safer. In short, better safe than sorry.

B. In the real world, we don’t know how the Earth might meet its end or when that will happen. Some say the human race could die from diseases, natural disasters, famine, war or a big bang.

C. If a big enough asteroid hit the Earth, for example, the crash would cause huge earthquakes and tsunamis that could cross the globe. There would be enough dust thrown into the air to block out the sun for several years. As a result, the world’s food resources would be destroyed, leading to famine. Other natural disasters include sudden changes in climate or immense volcanic eruptions. All of these could result in global catastrophes that would destroy the planet’s life. However, we have survived for several hundreds of thousands of years with all these risks, so it is unlikely that a natural disaster such as that will cause catastrophe in the next few centuries.

D. In reality, the most serious risks for humans might come from our own activities. Our species has the unique ability in the history of life on Earth to be the first capable of remaking our world. But we can also destroy it.

E. The successful natural disaster films in the past years demonstrated that people are fascinated by the idea of the end of the
world. In Danny Boyle’s 28 Days Later, the cause of it is an epidemic in the UK and beyond; a crash with an asteroid would lead to the end of the world in Deep Impact and Armageddon; and climate change got a starring role in The Day After Tomorrow.

b) Read the article carefully. What is your opinion about it? Do you ever wonder if this really could be true?

3. a) Read the information below. What is Survivalism?

Survivalism is a movement of individuals or groups called survivalists who are actively preparing for possible disasters – from local to international. Survivalists often have emergency medical and self-defence training, keep supplies of food and water and build structures that will help them survive or “disappear”. A typical example of a survivalist is the character of Terminator 2: Judgment Day (1991) John Connor’s mother, Sarah Connor, who is preparing for an apocalyptic scenario.

Possible emergency situations can be the following:

- natural disasters (tornadoes, hurricanes, earthquakes, etc.)
- man-made disasters (nuclear accidents resulting in radioactive contamination, nuclear war, etc.)
- the general collapse of society caused by the shortage or lack of resources such as electricity, fuel, food, or water
- economic collapse
- a global epidemic – a pandemic

A typical survival kit might include: a flashlight, a battery-operated portable radio, a first-aid kit, prescription medicines, cash and a credit card, a mobile phone, high-energy food and water to last 3 or 4 days, a sleeping bag, a blanket, a change of clothing, family photos, personal ID papers (passport, driving license), a dust mask, a whistle, a can opener, local maps, a tent, an insect repellant, a water filter, an umbrella, a fishing line and a hook, a camp stove, a Swiss army knife, a laptop computer, comfortable shoes, a gas mask.
b) Work in groups to make a shortlist of 15 things you would need for a survival kit.

c) Choose a speaker from your group. Prepare to persuade the other groups that your survival kit is the best.

d) Present your survival kit to the class.

4. a) Fill in the prepositions from the box.

about, with, on, for, in (2), to (5), of (9)

Some people demonstrate an addiction (1) … survivalism. In response (2) … natural and man-made disasters, they collect information (3) … causes and consequences (4) … various disasters, store water and food, build up knowledge (5) … survival strategies. They have no difficulties (6) … the problems life poses and always find solutions (7) … them. The advantage (8) … being a survivalist is that you have experience (9) … dealing with emergency situations, you are always ready for any emergency, always able to give others advice (10) … how to behave in case of a fire, a flood or an earthquake. You can easily deal with a shortage (11) … water or food, lack (12) … electricity, a rise (13) … prices, damage (14) … your livelihood. You are always willing to help victims (15) … disasters, constantly in search (16) … new challenges. Your attitude (17) … life is very down-to-earth. You take nothing for granted; nothing seems to be a recipe (18) … disaster for you.

What are the disadvantages (19) … being a survivalist? Probably, you have too much control (20) … your life. But it depends. What do you think?

b) Answer the question asked in the article above.

Project: Disasters

Project Preparation

1. Do research on a type of disaster or a disaster. Find visuals to illustrate your project.

2. Prepare to answer the following questions in your presentation.
• Was it a natural or a man-made disaster?
• What caused this disaster?
• What was the death toll?
• How big was the damage done by the disaster?
• What did the disaster lead to?
• Were the consequences devastating?
• Is the area where the disaster happened prone to disasters in general?
• Did people lose their livelihoods?
• Did they suffer from lack of food and water?
• How many people were affected by the disaster?
• Could it have been predicted?
• Were the people warned about the disaster?
• Did the victims receive emergency aid?
• Did people around the world donate money to the victims?
• How did people protect themselves from the disaster?
• What lessons can be learned from this disaster?
• Can such disasters be prevented in the future?

Project Presentation

Make a presentation to the class, using sound and pictures. Make sure it is as interactive as possible.
**Communicative area:** describing different types of weather and weather phenomena  
**Active vocabulary:** blizzard, boiling hot, damp, dew, drought, downpour, drizzle, evaporation, gust of wind, gale, icicle, mild, overcast, puddle, raindrop, sleet, snowflake, snowdrift, slippery, stifling, slush, ultra-violet rays

1. a) Work with your partner. You are going to make a weather alphabet. Think of at least one ‘weather’ word for every letter.  
   *E.g.* A – air.

b) Now look at the weather alphabet. How many words are there in your alphabet? Who in your class has the largest number of ‘weather’ words?

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<tr>
<td><strong>A</strong></td>
<td>atmosphere, ...</td>
<td><strong>G</strong></td>
<td>gust of wind, gale, ...</td>
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<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>blow, blizzard, breeze, boiling hot, ...</td>
<td><strong>H</strong></td>
<td>hot, heavy rain, hail, humid, ...</td>
<td></td>
<td></td>
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<tr>
<td><strong>C</strong></td>
<td>cold, changeable, cloudy, chilly, cool, ...</td>
<td><strong>I</strong></td>
<td>icy, icicle, ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>drizzle, downpour, drought, dew, damp, ...</td>
<td><strong>L</strong></td>
<td>light rain, lightning, ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>evaporation, ...</td>
<td><strong>M</strong></td>
<td>melt, mist, muddy, mild, ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>foggy, freezing cold, flood, ...</td>
<td><strong>O</strong></td>
<td>overcast, ...</td>
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2. a) Look at the ‘weather’ words in italics. Match them with their definitions.

a) … is a mass of gases around the earth.
b) … is a light wind.
c) … is a strong rush of wind.
d) … is a storm at the sea or a very strong wind.
e) … is a violent snowstorm.
f) … is a gentle light rain that looks like a mist or fog.
g) … is a short light rain.
h) … is a heavy continuous fall of rain.
i) … is a long period when there is little or no rain.
j) … is little bits of water that appear at night on cool surfaces near the ground.
k) … is small “stones” of ice bigger than 5 millimetres.
l) … is one small bit of rainwater.
m) … is a spike of ice formed by freezing of dripping water.
n) … is a small crystal of snow.
o) … is a small pool of water, especially rainwater.
p) … is mass of snow in a form of a small hill.
q) … and … are a crashing sound you can hear and a visible flash of light you can see during a storm.
r) … is wet, partly melted snow.
s) … are lines of light coming from the sun.
t) … weather is slightly wet.
u) … weather is warm and pleasant.
v) … weather is very hot so it’s hard to breathe.
w) … sky is all covered with clouds.
x) ... is a process of changing water into gas that can be seen over a lake or river.
y) ... or ... is something, for example a street, covered with ice so you can slide or fall down on it.
z) ... is a thin icy coating that forms when rain freezes, as on trees or streets.

b) Work in groups of three or four. Look at the pictures below. One student in your group describes what he/she can see in one of the pictures. The others guess the picture. The first person who guesses correctly gets a point.
3. a) Look at these two sentences. Are they true?

A blizzard is a heavy thunderstorm that we can see at night. We say “It’s slippery outside” if there’s ice in the streets and people can fall.

b) You will play “True or False” game. In pairs, write down 4 sentences about different weather phenomena you learnt last class. Walk around the class, guess which sentences are true and which are false.

4. a) Think about the weather in your country. What weather and which weather phenomena can you see in winter / spring / summer / autumn?

b) Think about this week. What was the weather like? What’s it like today? Which of the weather phenomena have you seen this week?
Lesson 2. IT’S THE MOST WONDERFUL TIME OF THE YEAR

Communicative area: describing weather you like or hate
Active vocabulary: to cover, to shine, to blow, to pour, to blind, to clear up, to fall, to melt, to flash, phrases expressing likes and dislikes.

1. Look at the pictures in Lesson 1. What weather makes you feel good / bad? Compare with your partner.

2. a) Listen to four people describing their most wonderful time of the year. Match the four speakers with the pictures below. Say which picture from Lesson 1 each speaker describes.

b) Listen again. Answer the questions.
   1. Which season does each speaker like? Why? 2. How does each speaker feel about the day he/she describes? Why?

c) Listen again. Complete the phrases below.
   1. Yesterday it was sunny and cold and the air was full of magnificent ... that covered every inch of the ground. 2. ... time is definitely my favourite time of the year. 3. I can’t stand when the ... goes up and the snow melts and turns into small dirty ... 4. The whole previous day the sky was ... and it rained and rained. 5. Though I don’t fancy autumn much, I prefer hot ... summer more, that day was the one I would remember.
6. They said it was going to be a … day with some gentle … after lunch. 7. Sparkling bright … flashed, and then a great clap of … came close. 8. I think it’s nice to watch … or raindrops … on your window. 9. But best of all I like a clear … winter day when the sun is so bright I can hardly open my eyes. 10. They shine like diamonds in the ….

d) Who do you sympathize more with, Speaker 1 or Speaker 3? Why? Have you ever been in such a situation?

Whose day in your opinion was more beautiful, the day of Speaker 2 or Speaker 4?

3. a) Match the verbs with nouns (one verb can be used with more than one noun).

| sky, sun, wind, rain, snow, fog, mist | cover, shine, blow, pour, blind, clear up, fall, melt, flash, stop, start |

E.g. The sky clears up.

b) Use the words from ex. 3a to describe three pictures you like in Lesson 1.

4. a) Look at these phrases speakers used. Do they mean “I like” or “I hate”?

✓ … is definitely my favourite time of the year.
✓ It was like a bit of magic.
✓ I can’t stand when …
✓ I don’t fancy autumn much …
✓ I prefer …
✓ That day was the one I would remember.
✓ I enjoy …
✓ That … drives me absolutely crazy.
✓ But best of all I like …

b) Use these phases and say what weather you like / don’t like.

5. Remember a day that you really enjoyed / hated because of the weather. Tell your partner about these two days. Decide who had the best / worst day.
Lesson 3. IT’S THE WEATHER THAT IS INEVITABLE

Communicative area: talking about the influence of the weather on people

Active vocabulary: humidity, whether, weather (v), tropical rainforest, temperate forest, desert, Mediterranean climate zone, tundra, polar region

Active grammar: prefixes in-, un-, dis-

1. a) Listen and read the tongue-twister. Who can say the tongue-twister faster?

Whether the weather is fine,
Or whether the weather is not,
Whether the weather is cold,
Or whether the weather is hot,
We’ll weather the weather
Whatever the weather,
Whether we like it or not!

b) How many [ˈweðə] words are there in the tongue-twister? What parts of speech are they? Match the words with their definitions.

1) weather (n) a) to come through (something) safely; survive
2) weather (v) b) under any circumstances, in any way
3) whether (conj.) c) the state of the atmosphere at a given time and place, with respect to variables such as temperature, moisture, wind velocity, and barometric pressure

c) What is the idea of this tongue-twister?
A. when the weather becomes worse we feel depressed;
B. if the weather changes, we should change our behaviour too;
C. even if the weather isn’t good, we should overcome it.

2. a) Listen to a hip-hop song about weather. Answer the questions.

• Why is the weather important for us?
• Which types of climate zones are mentioned?
b) Listen again. Number the climate zones in the order you hear them. What’s the weather like in each climate zone? Which climate zone wasn’t mentioned?

1) the tropical rainforest 4) the temperate forest
2) the desert 5) the Mediterranean climate zone
3) the tundra 6) the polar region

3. a) Read articles A and B about how we are affected by weather conditions. How do the weather conditions from the list influence people’s health/mood?

✓ heat; ✓ wind;
✓ cold; ✓ weather changes.
✓ humidity;

b) Work in pairs (A and B). Discuss the questions.

1. What weather conditions can affect our health?
2. What weather conditions can affect our mood?
3. What weather affects our health/mood most negatively?

A. Our Weather and Your Health

Across the Atlantic, the British Meteorological Office in England reports weather conditions to doctors so they can prepare for an increase in asthma attacks. And in Germany, television stations publish daily weather-related health reports. But are
these health forecasts based on anything more than old wives’ tales? Yes, they are.

In the course of history, a man has adapted to a certain rhythm of life, based on changes in the environment and energy. At present it’s known as biorhythms. These are the rhythms of the heart, breathing, brain bioelectrical activity. Our whole life is a continuous change of rest and activity, sleep and wakefulness, fatigue from an extended work and leisure.

The climate has the direct and indirect effect on people and their biorhythms. The direct effect is very diverse and is caused by the immediate effect of climatic factors on the human organism and especially on the conditions of heat exchange with the environment: the blood supply of the skin, respiratory, cardiovascular system and perspiration systems. Hundreds of studies link temperature, humidity, air pressure, or wind to arthritis, asthma, migraines and other disorders.

Human health can become a casualty of cold weather. Influenza, colds, pneumonias usually occur in the autumn – winter. Doctors also realise that an ordinary cold can bring severe headaches and asthma.

But most experts say the strongest evidence exists for the effect of heat on your health. When temperatures rise, heart, vascular, and respiratory problems increase. High temperatures force your blood vessels to narrow and your blood pressure to increase so you can release excess heat through your skin. But if you can’t cool yourself sufficiently in this way, your body overheats. This may cause heat stress or even strokes and heart attacks. The dangers of hot climates are also hidden in the excessive amount of sun rays leading to skin cancer.

Changes in weather are not equally affecting the well-being of different people. The healthy person can adapt physiological processes in the organism to changing environmental conditions. As a result, the protecting reactions become stronger and healthy people almost do not feel the negative influence of weather. The ill person has weak adaptive reactions, so the organism loses the ability to adapt quickly. Some people are so sensitive to changes in weather that may serve as the biological barometer.
B. Weather Can Change Your Mood

Weather affects all aspects of human behaviour. Most of us casually tune into the weather forecast to find out whether we should take an umbrella to work or if we should go to the football match. But perhaps we should listen more carefully, because the day’s weather could seriously affect how we feel.

It has been noted that the human immune system is affected by extreme heat or cold. Mood can also be affected by weather and humidity, making good or bad moods. Psychologists Howard and Hoffman discovered that as humidity increases above normal levels, so does sleepiness. At the same time high level of humidity lowers human concentration. Besides, researchers have come to the conclusion that there is a definite connection between hot and damp weather and aggression.

Windy weather can also affect our mood. Some winds can create positive ions, as do electronics and heating and air conditioning systems. High levels of positive ions can create various physical disorders, as well as mental disorders. A person can feel depressed, anxious, nervous, irritated or just emotionally imbalanced.

But the worst of all are so called winter blues or Seasonal Affective Disorders (SAD). Research on SAD has been focused on the brain’s response to darkness and light linked to the shortened daylight hours of winter. About 500,000 people in Britain are said to suffer from SAD, brought on by low clouds and long dark nights in winter. People with SAD become extremely depressed because of the changes in their brain chemistry. They sleep for many hours, but never feel rested. They are irritable and feel unable to work and socialize. But they feel better as soon as the days start to get longer and 80% of sufferers are helped in the winter months if they spend two hours a day under artificial lights.

The number of hours of sunshine was found to raise the level of optimism greatly.

“We tell people to take advantage of the sunny days,” says Ani Kalayjian, professor of psychology at Fordham University in New York. “Leave the computers and the indoor games and get out there in the sun. That’s when they can recharge their
batteries and keep higher mood. Simple outdoor activities will not only improve your mood and your memory, they may improve your health.”

4. a) Look at these pairs of words from the articles. What’s the difference in their meanings? Are the words in each pair synonyms or antonyms?

direct – indirect  healthy – unhealthy  order – disorder

b) Add prefixes dis-, in-, un- to the words. Interview your partner with the questions.

1. Are the weather forecasts on our TV sometimes ... accurate? 2. When did the snow ... appear in your region this year? 3. What weather conditions do you ... like? 4. In which season do you feel most ... happy? Why? 5. Are there people in your family who are ... able to adapt to a sudden weather changes? 6. Are you ... sensitive to extreme temperatures?

5. a) Imagine that you live in one of the climate zones from ex. 2b. Prove that your zone is the best to live for people. Speak about how the climate in your climate zone influences people.

b) Listen and vote for the best place to live.

Lesson 4. WHAT’S THE WEATHER LIKE TODAY?

Communicative area: understanding and talking about the weather forecast
Active grammar: conjunctions “for” and “since” (meaning “because”)

1. a) Imagine you see a little boy in the street. The boy is wearing only one glove. Why? Discuss your funny and serious ideas with your partner.

b) Now listen to a popular joke. Check whose idea was closer to the joke.
2. Do you ever watch weather programmes? Do you prefer weather forecasts on TV, on the radio or on the Internet? Which forecasts are more accurate? What are the advantages and disadvantages of weather forecasts on TV, on the radio and on the Internet?

3. Look at the symbols often used in weather forecasts. What do they mean?

1 2 3 4
5 6 7 8

4. a) Listen to the weather forecast for Britain for the next day. Look at the two maps below. Which map is described?

b) Listen again and answer the questions below.

1. What season is it? 2. In which part of Britain is it going to be cold? 3. In which part of the country are there going to be some precipitations? 4. Which part will have the best weather tomorrow? 5. What does the meteorologist suggest that people should take in the central part of Britain?
5. a) Look at these sentences from the weather forecast. What is the meaning of the underlined words?

- for the reason that
- despite the fact that
- together with, as well as

1. I suspect that was the coldest morning we will see in the next ten days for a cold front is gradually leaving Britain and moving to the north.
2. At the same time don’t leave your umbrellas at home because these air streams will also cause high humidity and bring heavy rain tomorrow afternoon.
3. Since some warm air streams occupy this region the temperature is going to go up.
4. Since the temperature increases up to 8 and 10 degrees, in Plymouth, Barnstaple and Bristol we will have a dry and warm start of the week.

b) Use the sentences in ex. 5a to say which conjunction you

- usually use at the beginning of the sentence to give the reason;
- use to give the reason as an afterthought;
- never use at the beginning of the sentence;
- use when the reason is already known and/or is less important;
- use in formal speaking especially in classical English literature;
- use in colloquial speech.

Check with your teacher.

6. Use the phrases below and make up sentences for the weather forecast. Use “since” and “for” and phrases from the Phrase Box.

E.g. North of the country, sunny, warm front. –

In the north of the country it’s going to be sunny for a warm front is gradually moving across the region. or Since a warm front is gradually moving across the region it’s going to be sunny in the north of the country.

1. South region, warm and humid, overcast
2. Centre, some showers, level of humidity
3. West, snow, temperature goes down
4. East, storms with thunder and lightning, boiling and stifling all day
5. South-west, damp and drizzling, cold at night and warming up in the morning
6. North-west, partly sunny, partly cloudy, strong wind, a cold and a warm air streams meet

• I suspect that ...
• We will see ... weather in the next ... days.
• ... is gradually leaving our country and moving to the north / south / east / west.
• The next few days will be spoilt with ...
• The rain / show / hail / storm chances increase greatly ...
• ... are going to have sunny/rainy weather with cloudy / sunny periods.
• We will have a dry and warm / a cold and misty start / end of the week.
• The rest of ... day is going to be fine with unbroken sunshine.
• It will be mainly ...
• A pair of sunglasses / an umbrella / a warm scarf will be the right thing to carry around.

7. Look at the online weather forecast for the weekend. Use it to prepare a weather report for a TV weather programme. Present your weather reports. Choose the best report in your group.

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Lesson 5. WEATHER LORE

Communicative area: talking about unusual ways of predicting weather
Active grammar: prefix over-

1. a) Read the story about a new Indian Chief. Why was the man at the National Weather Service absolutely sure about the winter forecast?

It was autumn, and the Indians on the remote reservation asked their new Chief if the winter was going to be cold or mild. Since he was a new Indian Chief in a modern society, he had never been taught the old secrets, and when he looked at the sky, he couldn’t tell what the weather was going to be. Nevertheless, to be on the safe side, he replied to his tribe that the winter was indeed going to be cold and that the members of the village should collect wood to be prepared. But also being a practical leader, after several days he got an idea. He went to the phone booth, called the National Weather Service and asked,

“Is the coming winter going to be cold?”
“IT looks like this winter is going to be quite cold indeed,” the meteorologist at the weather service responded.

So the Chief went back to his people and told them to collect even more wood in order to be prepared. A week later he called the National Weather Service again.

“It is going to be a very cold winter?”
“Yes,” the man at the National Weather Service again replied, “it’s going to be a very cold winter.”

The Chief again went back to his people and ordered them to collect every scrap of wood they could find. Two weeks later he called the National Weather Service again.

“Are you absolutely sure that the winter is going to be very cold?”

“Absolutely,” the man replied. “It’s going to be one of the coldest winters ever.”

“How can you be so sure?” the Chief asked.

The weatherman replied, “...”

b) Now listen and check your ideas.
c) How do you think people predicted the weather when there weren’t any meteorological services?

**lore (n.)** – knowledge that people get through tradition or anecdote; “early peoples passed on plant and animal lore through legend”

2. a) Look at some weather folklore sayings. Complete each belief with one rhyming word from the box.

<table>
<thead>
<tr>
<th>past</th>
<th>warning</th>
<th>delight</th>
<th>peace</th>
</tr>
</thead>
<tbody>
<tr>
<td>eleven</td>
<td>hour</td>
<td>distress</td>
<td>die</td>
</tr>
<tr>
<td>still</td>
<td>coming in</td>
<td>hand</td>
<td>pass</td>
</tr>
<tr>
<td>rough</td>
<td>soon (2)</td>
<td>grow</td>
<td></td>
</tr>
</tbody>
</table>

If crows fly low, wind’s going to blow; if crows fly high, wind’s going to ...
    No weather is ill, if the wind is ...
    A sunshiny shower won’t last half an ...
    Circle around the Moon, rain or snow ...
    When seabirds fly to land there truly is a storm at ...
    The sharper the blast, the sooner it’s ...
    Year of snow, fruit will ...
    Rainbow at noon, more rain ...
    Onion skin is very thin, mild winter is ...
    Year of snow, fruit will ...
    Rain before seven, quit by ...
    Rainbow in the east, sailors at ...
    When the dew is on the grass, rain will never come to ...
    Red sky at night, shepherd’s ...
    Red sky in the morning, shepherd’s ...

b) Are there any similar weather beliefs in Russian and Belarusian culture? Do you think that some of them are true? Which ones?

3. a) Listen to a radio programme about unusual ways of predicting weather. Which of the weather beliefs from ex. 2a were mentioned?
b) ♦ Listen again and write down all the ways of predicting weather mentioned in the programme. Check with your partner.

4. a) Look at these words from the radio programme. What is the meaning of the prefix over-? Can you give more examples of words with the prefix over-?

overcast (adj) overestimate (v) overactive (adj)

overexcited (adj)

b) Look at the words in the box. Add the prefix over- to them. Discuss the new meaning of the words with your partner.

coat crowded sleep work confident eat

c) In pairs write down four questions using the words with the prefix over-. Walk around the class, interview your group mates.

5. a) Work in groups of three or four. Imagine you come from a very ancient tribe that could predict the weather. Make a list of weather beliefs of your tribe. You can use the ideas from the radio programme or make up your own beliefs.

b) Talk to the members of other tribes. Check if you have any same beliefs. Find out any funny or unusual beliefs.

Lesson 6. AMAZING WEATHER

Communicative area: describing unusual weather phenomena
Active vocabulary: phenomenon

1. a) ♦ Listen to the poem Rain Rain. How does the poem make you feel?

Rain rain
falls on the street,
mud in puddles
cleaning my feet.

Thunder thunder
rumble and roar,
close the windows
and lock the door.
Clouds clouds
black and gray,
heavy with water
to drop all day.
Sun sun
is breaking through,
clouds are moving,
the rain stops too.

Rainbow rainbow
across the sky,
see-through colours
to tickle my eyes.

By James Hörner
from www.canteach.ca

b) Listen again. Repeat, imitate the intonation and the rhythm of the poem.

2. a) Here is a weather quiz. Work with your partner. Answer as many questions as you can.

Everyone talks about the weather and everyone’s an expert, right? Take this quiz to find out how good your meteorological knowledge really is.

1. What is the main cause of the Earth’s weather?
2. Why is the sky blue?
3. Why does it start raining?
4. At what temperature does the rain turn into snow?
5. What is dangerous: lightning or thunder? Why?
6. What is “the eye” of a storm? What is it like inside the eye of a storm?
7. Why does a rainbow appear?

b) Now listen to a TV quiz show. Check your answers.

c) How many questions could you answer? Which facts from the quiz were surprising for you? Have you ever heard of any unusual weather phenomena?

3. a) Look at the six pictures of strange weather phenomena. What do you think they are? Discuss with your partner. Use the modals of deductions must / could / may / might / can’t.
b) Each pair will get information about one of these unusual weather phenomena. Read your piece of information (A–F) and be ready to tell about it to your classmates.

A. Mammatus Clouds

These clouds are of a very unusual shape. They are often associated with a storm front, especially one involving a thunderstorm. As they are so extraordinary-looking and aren’t observed very often people have always thought that they are a sign of some catastrophes. It’s not completely understood how they form.

B. Ball Lightning

This is a very rare phenomenon that involves ball-shaped lightning that moves much slower than normal lightning. It usually appears as a reddish, shiny ball, but can come in any colour. Ball lightning is usually spherical in shape. Hissing noises originate from such balls and they sometimes make a loud noise when they explode. It has been reported to be as large as eight feet in diameter and can cause great damage. There are reports of ball lightning destroying whole buildings.

C. Non-aqueous Rain (Raining Animals)

Non-aqueous rain or raining animals is a rare meteorological phenomenon in which flightless animals “rain” from the sky. Such rains have been reported in many countries throughout history. One theory offered to explain this phenomenon is that strong winds travelling over water sometimes pick up creatures that live in it and carry them for up to several miles. However, this primary aspect of the phenomenon has never been witnessed or scientifically tested. Meteorologists are still
unsure of the cause. Most often it “rains” with fish or frogs, sometimes with spiders, jellyfish and worms.

D. Snow Rollers

A snow roller is a rare meteorological phenomenon in which snow balls are formed naturally by strong winds blowing across a flat, snow covered field. Unlike snowballs made by people, snow rollers are typically cylindrical in shape, and are often empty inside. As a result they can be easily broken or blown away. Snow rollers have been seen to grow as large as two feet in diameter.

Three conditions are needed to form a snow roller. The ground must be covered by a layer of ice to which snow will not stick. Secondly, the layer of ice must be covered by wet, loose snow with a temperature near the melting point of ice. The wind must be strong enough to move the snow rollers, but not strong enough to blow them too fast. Most often snow rollers are formed in hilly areas.

E. Brocken Spectre

A Brocken spectre is also called mountain spectre. It was first noted by climbers in the Harz mountains of Northern Germany. This “spectre” appears when the sun shines directly from behind a climber who is looking down from a peak into mist or fog. The light projects the climber’s shadow forward through the mist, often in a strange shape because of perspective. It creates an illusion of a ghost. The ghost can move (sometimes quite suddenly) because of the movement of the clouds or mist. The phenomenon can appear on any misty mountainside or cloud bank.

F. Lenticular Clouds

Lenticular clouds are lens-shaped clouds that are formed very high in the sky. Normally they are arranged at right angles to the wind direction. These clouds are formed by so-called “mountain waves” of air created by strong winds forced over high mountains. Pilots try to avoid flying near lenticular clouds because of the turbulence that accompanies them. Lenticular clouds have often been mistaken for UFOs (or “visual
cover” for UFOs) because these clouds have a characteristic lens appearance and smooth saucer-like shape.

c) Talk to your group mates. Find out and write down what the phenomena in the pictures are. Have you guessed any of them right?

4. a) Imagine you need to prepare a mini-programme for children who don’t know much about the weather and where different weather phenomena come from. Prepare your presentation.

b) Listen to the programmes. Choose the most interesting.

Lesson 7. IF YOU DON’T LIKE THE WEATHER, WAIT A MINUTE

Communicative area: talking about weather in the UK
Active vocabulary: wellington boots, waterproof coat, harsh weather, maritime climate

1. a) Look at these objects. What are they? Do you ever wear them?

b) What do they have in common? A person from what country would have all these objects at the same time?

2. a) Read quickly the short article below. Are there any facts that surprise you?

Britons Spend Six Months of Their Lives Discussing Weather

Weather-obsessed British people spend on average six months of their lives talking about whether, if it is going to rain or shine, according to a survey published recently.
Speculation about whether that is going to be wet, complaints about the cold or about the heat are also the first points of conversation with strangers or colleagues for 58% of Britons. The study of 2,018 adults found Britons talk about the weather for about 2 days (49 hours) every year and the subject comes up more often than work, what is on television, sport or gossip.

19% of questioned also believe they can predict the weather as well as a professional weatherman.

The most usual explanation for the British fascination with weather is that ...

b) Complete the last phrase with your ideas.

3. a) Now listen to an interview of *The Traveller's Magazine* with one of UK meteorologists and weather forecasters Simon King. Check your answers in ex. 2b.

b) Listen again. Are these sentences true or false?

A. When in Britain you should always be prepared for a rainy weather.
B. British weather is hard to predict because Britain is situated very far from the continent.
C. The climate of Britain is mild since the closeness of the cold waters of the Gulf Stream.
D. Generally the summers in Britain are cooler and the winters are milder compared to the European countries.
E. The best time to visit the British Isles is July and August since they are the warmest months of the year.
F. Simon King’s favourite season is August. They call it St. Luke’s summer.

4. Discuss the questions below with your partner.

1. Why do people in Britain say “If you don’t like the weather, wait a minute”? 2. Should tourists visiting Britain worry about the weather? Why (not)? 3. Would you like to visit Britain? When? Why?

5. Imagine that you’ve just come back from the UK. Write a short article for your local newspaper “British Weather: Myth or Reality?”
Lesson 8. WEATHER, AMERICAN EDITION

Communicative area: talking about weather in the USA.

1. a) How many states are there in the USA? Write down the states you know. Who can name more states?

b) Look at the map of the USA. Find the names of the states from your list. Are they in the North, South, East, West or in the Central part of the country?

2. a) Read the article about US weather and climate. Choose the best sentence to describe the main ideas of the article.

A. The weather in the USA is changeable and as a result people’s mood is influenced by it at different time.

B. The weather and climate of the USA varies in different parts of the country. This difference helps the people to unite in order to help each other.

C. The weather and climate of the USA varies in different parts of the country. As a result it influences people’s attitude to weather.
Should We Talk About the Weather?

One of the special features of living in a country as big as the USA that touches two oceans, two major gulfs and has climates ranging from sub-tropical forests to snow-covered mountain ranges is the differences in the weather, and to a lesser extent, natural disasters. The East coast gets hurricanes, and the Northern seaboard can also get hammered with snow. The Midwest has endless snowy winters, thunderstorms, and tornadoes. The West coast has earthquakes, torrential rains, wildfires and sometimes mudslides. In the Pacific Northwest, it rains, then it rains, and sometimes it rains some more. The South sees severe thunderstorms, tornadoes, hurricanes, and ice storms in the winter.

The upper central US can get down to –30 °F (–34 °C) during the winter, and as you drive along the highways you see miles and miles of snow fences set up to block the blowing snow during the wintertime. The central US is called “tornado alley” because... well, you get the idea. The Southwest has the heat, and sometimes flash flooding and wildfires, but generally has the most pleasant weather in the US. But that’s balanced by the fact that this region is home to rattlesnakes, black widow spiders, huge cactuses, mountain lions, bears, wolves, coyotes, scorpions, tarantulas, and other “charming” wildlife. I’ll take the snow, tornadoes, and traffic jams, thank you very much.

Because the physical reality that Americans experience can vary so much, we understand what is “normal weather” differently. For example, Chicago is a place of extremes. Winter is usually –10 to 20 degrees F, with very low humidity, and the summer is boiling with awful humidity. Since we have to face these extremes, many Midwesterners have a special attitude towards the weather, especially the cold. We love to laugh at the Southerners and Californians complaining when the thermometer hits 50 °F. Californians, on the other hand, think that Midwesterners are complete idiots for living in a place with such conditions. Of course, most Californians I know don’t understand why anyone lives outside of California!

This contrast between the states where we have seen evacuations because of the hurricanes and the states that suffer from
floods or abnormal heat definitely has an effect on culture. Weather is just one more thing that makes Americans a little different in different areas. How does the weather affect the culture where you’re from?

b) Look at the pictures below. They illustrate different weather in different parts of the USA. Find the words in the article to describe each picture. Then match the parts of the USA from the box and the pictures.

<table>
<thead>
<tr>
<th>The East Coast</th>
<th>The West Coast</th>
<th>The North</th>
<th>The South</th>
<th>The Central US</th>
<th>The Southwest</th>
</tr>
</thead>
</table>


c) In which part of the USA does the author of the article live?

3. It’s interesting to know!

a) In Europe we measure the temperature in degrees Centigrade or Celsius (C) and in the USA they use degrees Fahrenheit (F). Why? Do you know how to convert between Celsius and Fahrenheit?
How to Convert Between Fahrenheit and Celsius

Want to know how to do rapid temperature conversions? This article sets out a shortcut to convert Fahrenheit to Celsius; and vice versa.

**Fahrenheit to Celsius**

Step 1: *Subtract* 32 from the Fahrenheit temperature. For example: $74 \, ^{\circ}\text{F} - 32 = 42$

Step 2: *Divide* the number by 1.8. Example: $42 \div 1.8 = 23 \, ^{\circ}\text{C}$

**Celsius to Fahrenheit**

Step 1: *Multiply* the Celsius temperature by 1.8. For example: $30 \, ^{\circ}\text{C} \times 1.8 = 54$

Step 2: *Add* 32 to the number. Example: $54 + 32 = 86 \, ^{\circ}\text{F}$

b) Now use the converter and count what temperatures they have in California in summer and in Chicago in winter (use the information in the article).

c) Convert average temperatures in winter and summer in your country from Centigrade to Fahrenheit. What's the temperature outside today? Say it in Centigrade and Fahrenheit.

4. a) Choose a state on the map that you would like to visit. Describe the weather in your state.

b) Talk to your group mates. DON'T say the name of your state. Guess what states your partners describe.

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**Project: Weather Board Game**

**Project Preparation**

- You will need a counter for each player and a coin for each group.

**Project Presentation**

- Play in groups of three.
- Toss a coin. If you have heads, move one square. If you have tails, move two squares.
- Follow the instruction in your square.
- If you can’t answer the question, go back to the previous square.
### 1. What's the weather like today? Describe it using as many ‘weather’ words as you can. You have only one minute!

### 2. Find out what your partners’ favourite time of the year is.

### 3. You need to choose one of the states in the USA to travel to. With your partners discuss where to go. Give your reasons. You have five minutes to choose!

### 4. Make your weather forecast for the next month.

### 5. Describe the weather yesterday. Use as many ‘weather’ words as you can. You have only one minute!

### 6. You live in a place with a perfect climate for you. Tell about it to your partners. Find out who in your group would like to live in the same place.

### 7. What unusual ways of predicting weather do you know? Find out if your partners believe they are true.

### 8. When was the last time the weather destroyed one of your plans? Speak for two minutes!

### 9. Would you like to work as a weather forecaster? Why? What are the advantages and disadvantages of this job?

### 10. Has the weather ever influenced your health? Tell about it to your partners.

### 11. Have you ever experienced extreme weather? Tell your partners. Speak for two minutes!

### 12. Tell about the most unusual weather phenomenon you’ve learnt in this unit.

### 13. Imagine you can invent a new type of weather. What new weather would you like to have?

### 14. It’s a boiling day! You’d better stay at home!!! MISS a TURN!
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15</strong></td>
<td>What’s the weather going to be like tomorrow? Tell your partners. Find out if they agree with you.</td>
<td></td>
</tr>
<tr>
<td><strong>16</strong></td>
<td>Find out how the weather changes your partners’ feelings.</td>
<td></td>
</tr>
<tr>
<td><strong>17</strong></td>
<td>What’s the weather going to be like in summer? Make your predictions.</td>
<td></td>
</tr>
<tr>
<td><strong>18</strong></td>
<td>A sudden gust of wind blew your hat away!!! GO BACK TWO SQUARES!</td>
<td></td>
</tr>
<tr>
<td><strong>19</strong></td>
<td>“Wherever you go, whatever the weather, always bring your own sunshine.” What does it mean? Do you agree with this saying?</td>
<td></td>
</tr>
</tbody>
</table>

**Finish**
Unit 12. BELARUS

Lesson 1. BELARUS UNDER THE WEATHER

Communicative area: describing Belarusian climate, telling about your favourite season
Active vocabulary: to put somebody off, to be prone to, overseas, moderate, annual, harsh, inevitable, bearable, moistening, cold snap, heat wave, significantly

1. Look at the phrases in the box. Which of these weather phenomena can you observe in Belarus in winter, spring, summer and autumn?

   E.g. I think the extremes of temperature are typical for can be observed in early spring.

- the extremes of temperature
- heavy snowfalls
- drizzling days
- unpredictable weather
- hail

- “postcard perfect” images
- deluges
- floods
- glorious colours
- mild weather

- strong winds
- boiling heat
- thunderstorms
- slushy weather
- damp weather
- blizzards
- chilly

2. a) Read four descriptions of seasons in Belarus from a web site for tourists. Is all the information accurate there?

   b) Read again. Which weather phenomena from ex. 1 were not mentioned in the Internet article?

Belarus. Weather

Overseas visitors are not put off taking a holiday in Belarus by our weather as our country has a temperate-continental climate with moderate features which is a common characteristic for Central Europe. The annual average temperature is about

284
7°C. In general, there are no great differences between the districts of Belarus because of the small size of the country.

Spring weather in Belarus. Spring starts in March and remains quite unpredictable during the first two months. Although it is still possible to have a cold snap at this time it’s also equally possible that an early heat wave could arrive. As March moves into April and May then you can expect plenty of sunshine with increasing temperatures. It is not unusual to have temperatures of between 20–30 degrees Celsius in May! As Belarus is situated in the zone of sufficient moistening that can make spring a damp season with a great number of precipitations.

Summer weather in Belarus. Although Belarus can’t enjoy hot temperatures in spring it’s in the summer months when things can really start to heat up. Belarus has quite long and hot, continental summers and you can generally expect to have at least good four weeks of hot, sunny weather at some point in the summer months. This brings with it the inevitable thunderstorms and thunderstorms on the continent can be dramatic and violent. Local thunderstorms are quite common in the late afternoon and evening. Belarus is also prone to summer deluges, but once the rain stops, the air warms up immediately drying the land.

Autumn weather in Belarus. September in Belarus is often regarded as one of the best months. Temperatures are generally in the 20’s which makes it much more bearable than the boiling heat of the summer months. Evenings in September can be surprisingly chilly. September and October is also the time to admire the glorious autumn colours of the Belarusian landscape. However, in November, temperatures can drop significantly and anything is possible e.g. snow, wind, rain, etc.

Winter weather in Belarus. In some years the winters in Belarus are mild with westerly winds and temperatures around or even above zero. But sometimes Belarusian winters can be extremely cold and it’s not unusual for temperatures to fall below –20 C degrees. The weather can be very harsh then, with strong northeasterly winds and blizzards. However, these bitter conditions don’t last for very long, but one should prepare for them nevertheless. Winter in Belarus brings its own beauty
and heavy snowfalls transform the skeletal forests into “post-card perfect” images. The snow in Belarus when accompanied by clear blue skies can really be a beautiful time of the year.

As you can see Belarus rarely experiences the extremes of temperature that can make travelling difficult. Indeed, if you don’t mind the cold then it can be very beautiful to visit during the winter months. If you prefer a warmer trip, then you should go in the middle of the year (but take an umbrella just in case).

The weather in Belarus is quite pleasant to make your Belarus tour a comfortable one.

3. a) Match the words in bold in ex. 2 with their definitions:

   a) foreign;
   b) wet, damp;
   c) unpleasant, severe, cruel;
   d) something that can be tolerated or accepted;
   e) happening every year;
   f) greatly, enormously;
   g) impossible to avoid or prevent;
   h) mild and calm;
   i) a sudden short period of cold weather;
   j) a period of abnormally hot weather;
   k) have a tendency to do something;
   l) refuse to accept something because you think it’s disgusting.

b) Complete the questions below with the words from ex. 3a.

1. Which countries are situated in the zone of the greatest ...? 2. Which region of Belarus has the most ... climate without any extreme temperatures? 3. At what season do ... and sudden ... hit your region most often? What damage can they cause? 4. When was the last day when the weather was really ...? What was the weather like? 5. What weather is more ... for you boiling hot or freezing cold? 6. Do you agree that the average temperatures in Belarus have ... increased over past ten years? 7. Do you agree that an ... flu outbreak is ...? What can people do to prevent it? 8. Are you ... to catching a cold in autumn or in winter? What do you do to avoid getting a cold? 9. What can ... you ... visiting an ... country?
c) Interview your partner.

4. What’s your favourite season in Belarus? Compare with your partner.
   • Make a list of things you like about this season.
   • Is there anything you dislike?

5. Work with your partner. Choose one of the seasons and describe what it was like in your region this year?

Lesson 2. LOCAL DISASTERS

Communicative area: speaking about disasters on the territory of Belarus
Active vocabulary: numerous, liquid, precipitations, vapour, significant, to have an impact on, to result in

1. a) Answer the questions with your partner.
   • Why do people call Belarus a blue-eyed country?
   • How many rivers and lakes are there on its territory?
   • What are the names of the most famous rivers and lakes?

b) Look at the pictures below. Where in Belarus do you think these rivers are?

c) Turn to page 348 and check your answers. Have you ever been to these places?
2. a) Discuss with your partner.
1. How do Belarusian rivers and lakes influence the weather of the country? 2. What is the water circle?

b) ⏯️ Listen to two children making a presentation for their English class. Answer the questions.

c) ⏯️ Listen to the second part of Anna and Danik’s presentation. What dangers does water bring in Belarus?

d) ⏯️ Listen to the second part of the presentation again. Are these sentences true or false?

1. The floods are caused by numerous heavy rains in spring.
2. The spring floods take place only in some parts of the republic.
3. Since there are a lot of small rivers and lakes in Polessie the floods there can become a real disaster.
4. Three neighbouring countries have to work together to rebuild damaged bridges and boat stations.

3. a) Look at the words in the box. Complete the sentences from the presentation.

<table>
<thead>
<tr>
<th>vapour</th>
<th>precipitations</th>
<th>liquid</th>
<th>numerous</th>
</tr>
</thead>
<tbody>
<tr>
<td>significant</td>
<td>impact</td>
<td>result</td>
<td></td>
</tr>
</tbody>
</table>

1. The thing is that water on our planet driven by the sun energy evaporates and turns into ... . 2. But do they influence the climate conditions we live in and does it have any ... on everyday weather? 3. This gas rises and circulates in the atmosphere, cools down and changes back into ... . 4. It falls on the earth as ... such as rain, snow or hail. 5. The water circle has a ... impact on the climate and on the weather in a certain region of the Earth. 6. Almost every spring rain showers and a sudden rise in temperature ... in melting of massive amounts of snow. 7. Besides Polessie District is known for its ... swamps.

b) ⏯️ Listen to the presentation again. Check your answers.

c) Work in pairs. Use the presentation to work out the meaning of the words in ex. 3a.
**d) In pairs answer the questions about the place you live in.**

1. Have there ever been any significant floods in your region? Where? When? 2. In which season does your region get most precipitations? 3. Imagine that the climate in your region became much warmer than in the rest of the country. What could this warming result in? 4. Is there a big lake or river where you live? What impact on your life/life of your city/town does it have? 5. How much liquid should we drink a day? What liquid is the best for our health?

4. **a) Work in groups of three. Prepare a two-minute presentation about one of the local disasters we have in Belarus. Read the fact files below to help you. Speak about:**
   - what happens,
   - what impact it has on the country/people,
   - what people can do to avoid/stand against this disaster.

<table>
<thead>
<tr>
<th>Heat waves</th>
<th>• an interval of abnormally hot and usually humid weather lasting from a few days to over a week</th>
</tr>
</thead>
</table>
| Cause      | • “Jet Stream”, strong winds around the North Pole, has a significant influence on the Northern Hemisphere and the rest of the world  
             • “Jet Stream” slows down, lets in hot subtropical air mass, doesn’t blow air masses away  
             • human activities producing greenhouse gases |
| Impact     | • severe sunburn, sunstrokes, heatstroke, more heat-related deaths  
             • wild fire danger  
             • severe thunderstorms with gusty wind, damage roofs, electricity lines |
| Tips       | • stay indoors as much as possible, air conditioning  
             • clothing  
             • drink plenty of liquid regularly and often; water – the safest liquid  
             • eat small meals and more often |
Lesson 3. SEASONAL FUN

**Communicative area:** writing about seasonal traditional activities

1. Every season can bring fun. Think of fun activities, festivals or traditions typical for each season in Belarus. Make a list with your partner.

2. a) Read three articles about seasonal fun in three countries: the USA, Poland and Japan. Say in which country:

   1) they celebrate in spring;
   2) they celebrate in autumn;
   3) they celebrate in winter;
   4) the festival is connected with religion;
   5) the festival has more than a thousand years history;
   6) people watch fireworks at the end of the festival;
   7) you can see traditional dancing;
   8) guests can do different winter sports;
   9) the forecast helps to predict the day of the festival;
   10) people eat mostly sweet things;
   11) you can try different traditional dishes;
   12) people eat homemade dishes;
   13) people can watch actors doing traditional performance;
   14) you can buy works of arts and souveniers.

**Indian Summer Festival**

Every autumn we invite you to a spectacular Festival that runs September 7–9 in Henry Maier Festival Park in Wisconsin. You’ll see American Indian entertainers and performers who are nationally known. We’ll also have spectacular fireworks displays Friday and Saturday nights and a Pow Wow Contest all weekend long.

Pow Wow time is the Native American people’s way of meeting together, to join in dancing, singing, visiting, renewing old friendships and making new ones.

There are several different stories of how the Pow Wow was started. Some believe that it was originally a war dance socie-
ties of some Indian tribes. Today as various tribes gathered together, they would share their songs, often changing the songs so singers of different tribes could join. All our guests are welcome to join in the dancing.

Indian Summer Festival is also proud to present the finest collection of Native American arts and crafts – everything from beadwork to pottery, to basket weaving, wood carving and more. These native arts and crafts could show the real beauty of this amazing culture. Here you can buy handmade dolls, ceremonial drums and even traditional clothing. You will also have a chance to learn some unique crafts that you can teach your friends or children.

If you’re coming to the festival, don’t forget to bring your appetite. From traditional American Indian favourites to mouth-watering modern delights, there are plenty of things to taste and enjoy! Try frybread, the traditional Native American flatbread, which you can choose to top with anything from seasoned beef or chicken to sugar, berries and cream or honey. Or stick to more conventional dishes like Indian tacos, wild rice, turkey and more!

**Ski Holidays That’s Right For You**

Here in Poland we’ve used to severe and snowy winters. As a result we have different ways of making the most of the winter snowfall. Poland provides numerous skiing opportunities. In winter months millions of Poles and tourists flock to the heart of the Polish Mountains. It lies at the foot of the Tatra Mountains. The most notable destination here is Zakopane, which is also known as the Gate to the Polish Tatras, or the Winter Capital of Poland. This place is known for its impressive hilltops and a century-old skiing tradition.

A good time to come to Zakopane is February as it’s the time of our Fat Thursday Feast. It is a Christian feast celebrated on the last Thursday before the Lent. Traditionally it is a day when people eat big amounts of sweets and cakes.

The most popular sweets during Fat Thursday are ‘paczki’ (fist-sized doughnuts). They can be filled with marmalade or berries and covered with powdered sugar or sugar-icing. Although many housewives make ‘paczki’ at home, one can still
see crowds of people standing in the line at confectioneries to buy this Fat Thursday’s specialties. Besides on this day Zakopane offers special sleigh rides through the forests with a winter barbecue around an open fire.

**Cherry Blossom Festival**

Hanami is an important Japanese custom and is held all over Japan in spring. ‘Hana’ in Japanese means flower. ‘Mi’ comes from the verb ‘to watch’ in Japanese. Put them together and you’ve got cherry blossom watching. It’s said that the origin of hanami dates back to more than one thousand years ago when aristocrats enjoyed looking at beautiful cherry blossoms and wrote poems.

Cherry blossom festivals take place all over the country. Most of them are held between March to May. Festival dates usually depend on cherry blossom forecasts and vary from year to year. There are lots of popular places where people watch the cherry trees blossom. The most popular locations to join in the fun are parks, castles, riverbanks and temples.

Nowadays, people in Japan have fun viewing cherry blossoms, drinking and eating. It is like a picnic under the trees. Friends and families gather around cherry blossom trees with their picnic baskets. People bring homemade meals, do barbecue, or buy take-away food for hanami. Companies arrange Hanami parties for their employees, university students have it marked on their academic calendar.

Beautiful flowers are the main attraction of the festivals, but a variety of traditional Japanese performing arts is presented in many festivals and can’t be missed. Joining tea ceremonies held under cherry trees can be a memorable experience as well. It’s fun to stop by festival vendors which sell various food and souvenirs.

**b) Which of the festivals would you like to visit? Why? Find out your group mates’ opinion.**

3. **a) You were asked to invent and present a new festival in your region. Work in groups of three. Think of what kind of festival you would like to organize, what time of the year it will be, what will people do, see, eat at your festival.**
b) Look at the phrases from the article “Indian Summer Festival” that you can use in your presentation. Find more useful phrases in the other two articles and write them out.

- Every autumn we invite you to a spectacular festival that runs ...
- All our guests are welcome to join in ...
- Our festival is also proud to present ...
- If you’re coming to the festival, don’t forget to bring your appetite.
- From traditional ... favourites to mouth-watering modern delights, there are plenty of things to taste and enjoy!

c) Write the presentation of your festival. Put your presentations around the class. Read the presentations of other groups and choose the best one.

Lesson 4. ROMANTIC BELARUS

Communicative area: talking about a traditional Belarusian wedding
Active vocabulary: veil

1. a) Read about five unusual wedding traditions and match them with one of the countries in the box.

<table>
<thead>
<tr>
<th>Italy</th>
<th>Africa</th>
<th>China</th>
<th>England</th>
<th>Australia</th>
</tr>
</thead>
</table>

A. In one ... marriage tradition, the couple is literally tied together (tying the knot) at the wrists during the ceremony to symbolize the life-long bond they share.
B. Brides often carry horseshoes for good luck over their arms. They don’t have to actually be metal, though. This “horseshoe” accessory is worn upside down over the arm of the bride during the wedding for good luck.
C. Believe it or not, but it is thought that a spider found in the wedding dress brings good luck.
D. The date of the wedding in this country depends on your astrologer. Couples may consult a fortune-teller to find a favourable date derived from their birth dates.
E. In this country the gold wedding rings first became popular. They were put on the fingers of bride and groom as a symbol of long and happy family life.

b) Which wedding tradition from the list is the most interesting/the strangest? Do you know any other unusual traditions?

2. a) Are there any traditions at the wedding ceremonies in Belarus? Make a list of wedding traditions that you’ve seen/heard/read about.

b) Listen to a girl who visited a wedding ceremony in Belarus. Tick the traditions she speaks about in your list. How many did you guess?

3. a) Listen again. Take notes and answer the questions.


b) Check your answers with your partner’s.

c) Helen was going to have a wedding soon. Look at some objects from her wedding. Which of Belarusian wedding traditions did she have?

4. Have you ever been to a wedding? Which traditions from Dasha’s wedding did you see there? Which traditions were new for you? Discuss with your partner.
5. a) Work with your partner.

**Student A:** You are Sandra, Helen’s friend. You want to organize your wedding ceremony. Before talking to a wedding planner make a list of things / ceremonies you’d like to have at your wedding.

**Student B:** You are a wedding planner. Sandra, Helen’s friend, asks you to assist her in arranging her wedding ceremony. Before talking to Sandra make a list of questions you would like to ask her.

b) Now talk to your partner and together work out the plan of the wedding ceremony. Be ready to report about it to the class.

c) Listen to your group mates’ plans. Whose plan is the most interesting? Has anyone introduced any unusual wedding traditions?

Lesson 5. FASHIONY TRADITIONS

**Communicative area:** talking about special features of Belarusian national costume

**Active vocabulary:** outstanding, fetish item, manufacture, garment, unstitched, water resistant, peasants, required by law

1. a) Look at the pictures of different traditional clothes from all over the world. Match them with the words in the box. What country does each item come from?

<table>
<thead>
<tr>
<th>valenki (felt boots)</th>
<th>bowler hat</th>
<th>kimono</th>
<th>veil</th>
</tr>
</thead>
<tbody>
<tr>
<td>wellies (wellington boots)</td>
<td>sari</td>
<td>sombrero</td>
<td></td>
</tr>
</tbody>
</table>

Правообладатель Вышэйшая школа
b) Read the facts about the traditional clothes from ex. 1a. Match the facts with the items of clothes. Which fact was surprising for you?

A. It was used by women in ancient Greece and Egypt, in the early Christian world, Persia and India with the purpose of covering women of status from the view of “lesser” people. Then the Muslim world inherited it. Today only there are Middle Eastern countries where it is required by law (namely Iran and Saudi Arabia) and combined those countries have less than 5 percent of the world’s Muslims. There are actually more Muslim countries that ban the wearing of it than there are that require it.

B. It can be translated from Spanish as “a hat”. It was originally worn by poor Mexican peasants who served them as protection from the sun. Later it was borrowed by cowboys of the west of America.

C. It’s a well-known Japanese garment that consists of many layers, for example people of the royal family wore up to sixteen layers. These days it’s not an everyday outfit. It is traditionally worn for the age ceremony as well as at a traditional Japanese wedding. The colours and the design of it depend on the occasion and the person’s age. As most of these garments are handmade the price of one quite simple garment can be enormous.

D. They are a kind of traditional Russian footwear which is usually worn for walking on dry snow when the weather is frosty. The only problem is caused by the fact that they are not water resistant. Though people nowadays don’t wear them very often they have recently become a sort of stylish trend in big cities.
E. It is an **unstitched** length of cloth measuring from about 4 to 8 meters by about 120 centimeters which Indian women wrap around the entire body. Though its history dates back to over 5000 years it is still the most favoured **garment** worn at most formal occasions or at religious ceremonies.

F. This footwear was worn and made popular by the first Duke of Wellington in the early 19th century, hence the name Wellington. They were then also worn by other British aristocracy. They were originally made of leather, however in America, where there was more experimentation in shoemaking, producers started to **manufacture** with rubber. They were once mostly black coloured and then green became a typical colour for them. While green are popular in Britain in the US and Canada yellow are worn more. This footwear is also a popular **fetish item** among many people.

G. It is connected with the stereotype of an Englishman with an umbrella and a brief-case. It was first created by hat makers Thomas and William Bowler as a protective riding hat in the mid 1800s. It was Sir Winston Churchill, a famous British politician, who made it highly popular. Another **outstanding** man Charlie Chaplin, a comedian from the early part of the 20th century, used it as a part of his character’s image.

c) Look at the words in bold in ex. 1b. Match them with their synonyms below:

1) to produce;
2) excellent;
3) commanded officially;
4) dress;
5) something much desired;
6) not taking in water;
7) made without sewing with needles and threads;
8) poor farmer, countryman.

2. a) Look at the picture of a girl (p. 298). What can you say about her? What does she do? What hobbies has she got?
b) Read the introduction to the interview with this girl. Were your ideas correct?

This time Teen Voices Magazine interviewed a very young and very ambitious young girl Nastya Kovaleva. She took part in several fashion events for teenagers in her native Belarus and in some European capitals. Nastya is a real fan of authentic national Belarusian costume. She presents her garments and accessories and one day hopes to create a whole collection of folk costumes. We talked about her works, where she gets inspiration and what her plans and dreams are.

c) Read the whole interview. Are the statements true or false?

1. Nastya started creating costumes after she went to folk dancing studio.
2. She believes that the main part of Belarusian national costume is the ornaments.
3. Belarusian costumes were influenced by clothing of other countries.
4. The most difficult garment that Nastya designed was her wedding dress.
5. Nastya was worried over weaving the belt with the right ornaments and colours because it could bring either good or bad luck.
6. In future she wants to open a belt factory and promote her belts and Belarusian culture around the world.

How did you first get interested in folk costume design?

As a child I always liked clothes and dressing up. I learned to sew from an early age and made dolls clothes and clothes for myself once I learned how to use a machine. At the age of 11 I saw a show of “Khoroshki”, a very well-known folk dance group. I was amazed by the performance and music and of course by their costumes. From that moment I knew that that was what I wanted to try. I even started attending Khoroshki dance studio for children, but I wasn’t really fascinated by folk dances. I was fascinated by costumes!
What is Belarusian national costume like?
First of all, national costume means fabrics. Our traditional fabric is flax and wool. They let your body breath and at the same time give you the warmth required by changeable Belarussian weather.

And what are the special features of your traditional costume?
Our costume has a lot in common with costumes of Russia and Ukraine, but has also got some features of our other neighbours – Poles, Lithuanians, Latvians and other European nations. Our unique features are the colours and ornaments used for decorating costumes. The traditional combination of red and white colours with geometrical ornaments played an important part in creating a special character of our costumes.

What kind of costume are you wearing now?
My costume is an example of a weekday garment for a young woman. I should mention that there was a strict division of clothing into categories used for dressing during weekdays or holidays, weddings or birthdays, during religious celebrations.

Which costume took the longest to complete? Did you have a costume that was more difficult to create than the others?
Yes, my sister’s best friend was getting married some months ago and wanted to arrange a traditional Belarusian wedding in our folk village Dudutki. She asked me if I could manufacture a traditional wedding clothing. I had to study a lot of pictures and read books about wedding traditions in Belarus before I even started designing the dress on paper. It took about half a year to finish it with the help of my sister and her friend and other relatives!

What was your biggest challenge in the overall process?
You know an important part of every costume is a multi-colour belt. It used to be a sort of a fetish item in ancient times. It was believed to protect people from bad spirits and devil. As a result it needs extreme attention because its ornament and colour can carry different meanings. I haven’t learned all the secrets of belt weaving that’s why it gives me a great challenge!

What are your plans?
I dream of going to university and starting my own fashion company. I would create clothing based on our national tradi-
tions. I would like my brand to become as popular around the world as for example Slutsk belts. They were unique masterpieces and people in Belarus and foreign countries were proud to wear them on top of their clothes. I would like my dresses and shirts and skirts to be in all parts of the world and bring the wonderful spirit of my country to people who would wear them.

3. **Discuss with your partner.**

   1. Have you ever tried on / seen a traditional Belarusian costume? Where? When? 2. Do you think Nastya and her hobby will have a bright future? 3. What part / parts of traditional Belarusian costume can become popular in other countries?

4. **Work in big groups.**

   Step 1: You are going to organize a folk dress-up party in your school. Make a list of people in the other group. Think of a costume for each person. Write down the description.

   Step 2: Find a partner from the second group. Tell him / her about the costume you’ve chosen. Find out if he / she likes it or if he would like to change something in it.

**Lesson 6. BFW**

**Communicative area:** talking about fashion and fashion events in Belarus

**Active vocabulary:** ready-to-wear clothes, runway, runway shows, accessories, footwear, issue, ridiculous, trendy, eye-catching, casual, fabulous, scruffy, stunning

1. a) Look at the abbreviation in the title of the unit. What do you think BFW is?
   
   b) Have you ever heard about this fashion event before? Have you ever been to it? What do you think is special about this event? Discuss the questions with your partner.

1. How often does BFW take place?
2. What’s the aim of this week?
3. Who takes part in BFW?
4. Does BFW concentrate only on fashion?

c) Read the information from BFW webpage and check your ideas.

**About Week**

Twice a year Minsk hosts the International Fashion Week – Belarus Fashion Week (BFW).

Belarus Fashion Week is an international event aimed at popularization of ready-to-wear designer clothes in Belarus. BFW draws public attention to the development of local fashion, as well as encourages the development of fashion industry as a whole.

The majority of the participants of Belarus Fashion Week are the Belarusian designers who actively work and develop their business in Belarus, forming the modern image of the Belarusian fashion. They present their collections on the runway of BFW: Tarakanova, Ivan Aiplatov, Fur Garden, Yulia Latushkina, Davidova, Natasha TSURAN and others. As the organizing committee wants to demonstrate the international character of fashion, so they always invite foreign designers to take part in the event. BFW always welcomes special guest designers from Russia, Ukraine and other foreign countries. If the collections of Belarusian fashion designers are usually rather classical and reserved, the guests please the audience with the riot of colours!

As well as a number of runway shows Belarus Fashion Week includes a number of spectacular projects and fashion events, such as BFW Fashion Study Centre, sales-exhibition SHOW-ROOM BFW, the contest for young designers NEW NAMES BFW and CHILDREN’S FASHION runway shows. The Study Centre gives the visitors and guests an opportunity to attend seminars, lectures and trainings on the topics connected with different areas of the fashion world. The Showroom is a sales exhibition of designer clothing, accessories and footwear. The guests of Belarus Fashion Week can look through the designer clothing “out of runway”, meet the creators, and learn about the production. The contest New Names BFW has been created to give young talents opportunities for professional development, so that they could demonstrate their skills and abilities
as well as get new experience. The Organizing Committee BFW also pays attention to the social issues such as helping to seriously ill children and children without parents. A charity event “Children’s Fashion” is organized to support such children and also collect money during fundraising campaigns to help the children with serious diseases.

2. Look at the highlighted words in the article. What do they mean? Discuss with your partner.

3. Look at the list of people below. Which event during BFW would they be interested in? Explain why.
   - a young designer;
   - a teenage girl interested in fashion;
   - a well-known designer;
   - a man planning to become a fashion critic;
   - a popular singer;
   - a businessman who wants to invest his money in a clothes shop;
   - you.

4. a) Read the adjectives used to describe outfits. Which of them have positive / negative meaning?

| ridiculous | awful      | stunning    | elegant   |
|           |           |            |          |
| stylish   | cool       | fabulous   | smart     |
| trendy    | eye-catching | scruffy   | casual    |

b) Look at the photos from BFW. Give your opinion about each outfit. Use the words from the box.
c) Listen to a fashion show commentary. Which three outfits are described?

d) Listen again and tick the adjectives from ex. 4a that you hear in the commentary.

5. a) Write down the phrases to describe clothing.
   
   Example: At first it seems to be quite a casual combination of...
   
   b) Choose one of the photos from ex. 4b and get ready to make a commentary about it.
   
   c) Listen to your group mates' commentaries. Take notes which photo each student describes.

Lesson 7. A WEEKEND WITH A FILM

Communicative area: talking about Belarusian films, describing a film plot
Active vocabulary: director, take revenge for, tricksters, be inspired, novel

1. In pairs, discuss the questions.
   
   1. How often do you watch films? What films do you prefer watching? Where do you normally watch films?
   
   2. If you were a film director, what film would you shoot? If you were an actor, what character would you play? In which film?
   
   3. If you had a lot of money, what film studio would you buy? If you could choose the cast for the best film ever, what actors would you invite?

2. Look at the pictures from seven films. Answer the questions with your partner.
   
   1. What kind of film is it?
   
   2. Have you ever seen any of these films? Which ones? What are they about?
   
   3. What do these films have in common?
3. a) Listen to six people talking about the films from ex. 2. Which films did they watch? Which films weren’t mentioned?

b) Listen again and answer the questions below.

A. Which films were made by one director?
B. In which film does the main character have to fight against enemies to take revenge for their love?
C. Which film / films contains the songs that the speakers like?
D. Which film characters were commemorated in a monument?
E. In which film do two tricksters cheat the main character?
F. Which film / films shows Belarusian history?
G. Which film / films inspired speakers to change something in their appearance?
H. Which film / films is based on a novel?

c) Which of the films would you like to watch? Why? Tell your partner.

4. a) Complete the questions with the words in bold from ex. 3b.

1. What famous film ... do you know? What are their films? 
2. Can you name any films in which the main character ... his friends / family? 3. Are ... usually good or bad characters in
films and book? Can you name any good ...? 4. Have you ever been ... to do something after watching a film? What exactly? What film was it? 5. What is more interesting to do: first to read a ... or watch a film based on this ...?

b) Discuss the questions with your partner.

5. a) You are going to enter a competition of screenplays for Belarus Film. Work in groups, prepare a short description of your film. Use the information below to help you.


b) Sit in new groups. Read your descriptions to your group mates. Together choose the screenplay you would like to watch at the cinema.

Lesson 8. ORDINARY KIDS, EXTRAORDINARY COURAGE

Communicative area: talking about seriously ill children and ways helping them
Active vocabulary: revision of vocabulary on health

1. a) A lot of famous actors, writers, politicians and other celebrities take part in different charity projects. What can charity project aim at? Draw a spider gram with your partner.

b) What kind of people need help in Belarus?

2. a) Read the beginning of an article from a website. What charity fund is it about? Who does it help?
b) Work in two groups. Group 1 will read Story A, Group 2 will read Story B. Read and answer the questions.

1. How did Masha’s / Andrey’s family find out about their children’s disease?
2. How old was she / he?
3. Did she / he undergo a surgery operation?
4. What other treatment did she / he get?
5. Did anybody help her / him? How?
6. What was the result of her / his treatment? Have they won the battle against cancer?
7. What is the saddest thing in her / his story?
8. What lesson did Masha’s / Andrey’s family learn from their disease?

Helping Hands: You Can Make an Impact

Cancer Kidz is a web-based organization which began in 1997 with one simple goal: to help children with cancer around the world. We organize and run a number of investigations, programmes and projects to give hope to our little patients and their families. We believe that every person can help. One person. One donation. One hour of volunteer time. Your time and efforts can make a huge difference in the lives of childhood cancer patients and their families.

We also believe that we need to tell the stories of courageous children who are literally fighting for their lives to the world. In these stories you will find inspiration, courage, and warmth. In these stories you will find frustration, struggle and you will probably find yourself falling in love with some precious children and young people from whom you will learn important lessons about life.

STORY A: Hopeful Happy Ending

The day after my daughter’s 3rd birthday, during a routine annual medical check, her pediatrician felt something wrong. Less than 48 hours later, Masha’s left kidney was removed. It was almost all tumor at that point. Her diagnosis was clear – cell sarcoma of the kidney.

My girl had about 9 months of intensive chemotherapy. Let me tell you, in comparison with our cultural ideals of our ho-
ckey players, heavy-weight champions, Olympic contestants, soldiers, you name it – none compare with the physical, emotional and spiritual strengths of a young child. The children I have had the privilege to simply meet in passing, and those incredible kids I’ve come to know closely and their families – they have all been an incredible inspiration and a huge blessing in our lives.

Masha is a year and 2 months out of treatment and you’d never know she was in any way different from the next kid on the playground. We continue on an intensive schedule of testing – some every 3 months, others every 6 months, some are annual. Since we have returned to “real life”, the testing is almost more stressful than active treatment in some ways – but more for us as parents than Marusya. She just wants to visit the cafeteria, the playroom and old friends when we are at the hospital!

Our daughter was barely three when we found ourselves on this path; she’ll turn five this July. I’m not sure she’s ever heard the word CANCER. I believe we are now at a point where there’s more to fear from the side effects of her treatment than from any spreading of cancer in her body. However, we can’t throw it away from our life.

We lost a close friend recently – a 4-year-old with a very rare and deadly form of leukemia. This is a family who we’ve grown very close to over the past year or so; a family who has been a great inspiration to us. The loss is still terribly raw, and I break into tears several times a day over the tremendous loss.

It’s just one story. Just in our little world, there are very different stories, ones that feature warriors; dragons vs dinosaurs; protective angels; totem animal protectors; and so on.

Back to the “big picture” experience our family has travelled with childhood cancer thus far: it’s certainly been one of nearly unbearable pain. But even under those circumstances, I am amazed at the human capacity to just simply move through impossible situations.

STORY B: Spreading Hope

Early one summer, Anna noticed her son Andrey was limping. “The ache in his leg would come and go. We thought it was
probably just growing pains.” It turned out to be a tumor in his
knee. He was nine years old.

Andrey was diagnosed with Ewing’s sarcoma, a rare and ag-
gressive cancer. He started a 36-week regimen of chemothera-
py right away. Anna says, “It was so overwhelming, but we felt
confident in the care he was getting. Everyone was so positive.
We never questioned it and never doubted the doctors.”

Andrey was in the hospital three weeks of each month for
chemo treatment, and sometimes with complications. His tu-
mor responded well to the treatment, though, and he eventual-
ly had surgery to remove it.

During his growth years, Andrey endured bone-lengthen-
ing surgery every four to six months – a routinely painful pro-
cess, but one much better than the alternative of losing his leg
altogether.

“Andrey’s treatment was available to him because of recent
developments like the new technology that saved his leg,” Anna
said. “I just know our story would be so different without an
organization like CancerKidz to support new ideas and new re-
search.”

Andrey became involved in an art contest arranged by this
fund and won. “That was like a key in Andrey’s healing,” Anna
says. “So many bad things happen during treatment. He lost
weight, couldn’t play sports anymore. The contest was a real
highlight for him.”

“Just knowing there’s an organization fighting for kids
gives us so much hope... that there’s a huge group of people out
there doing what they can to help kids with cancer is a real
comfort.”

Andrey is a young man now, and he continues to pursue his
interest in art. “Now that Andrey can’t run and jump any
more, he had to think about what else he could do besides
sports,” his mum says. “He wants to be an architect when he
grows up.”

c) Check your answers in your group.
d) Work with a student from the second team. Tell him / her the
story you’ve read. Then listen to your partner’s story. Is there
anything in common in the two stories? What is it?
e) Which of the two stories impressed you more? Why? Have you ever heard/ read stories about children struggling with cancer?

3. Work in groups of four. Make a list of things people can do to help children with cancer in Belarus.

4. Discuss with your partner.
   1. Have you ever taken part in any charity programme? What was it?
   2. Would you like to try and participate in such a programme?
   3. What can you personally do to help someone?

——— Project: Quiz DIY ———

Work in pairs. Recall the information about Belarus and other countries that you’ve learnt in unit 12.

Project Preparation

Prepare a quiz based on unit 12 for your class.

Project Presentation

Present your quiz to your class. Count the correct answers each pair gives. Find out who the winners are.
Unit 13. STUDIES

Lesson 1. STUDYING FOR PLEASURE

Communicative area: expressing one’s opinion about studies, asking and answering questions
Active vocabulary: to learn, to know, to appreciate, to experience, to enable, to release, to facilitate, to overcome

1. a) Which of the words in the box are connected with studies?

leisure, knowledge, know, student, party, mind, lecture, pleasure, lazy, concentration, work, adventure, practice, study, experience, hobby, travel, learn, disaster, university, fun

b) Compare your ideas with your partner’s. Explain your choice of words. How much do you have in common? What association with studies do you have? Is it a bright image?

c) Together write a definition for the word studies. Share with the class.

d) In what meaning is the word study used in the sentences below?

• Setting aside a period of time specifically for study is a way to improve study skills.
• Studies of dolphins show that they are able to communicate information to each other.
• He is most interested in American studies.
• These proposals deserve careful study.
• He wishes to continue his studies in Florence.
• I’m sure, you will find him in the study – he spends there all his time.

2. a) Which of the words from ex. 1a are verbs? Use the verbs to learn and to know in the sentences below.

1. She was surprised to ... that he was a lot older than she had thought. 2. Does he ... the way to your house? Otherwise,
he can get lost easily. 3. I can’t say what kind of person he is. We’re still getting to ... each other really. 4. She’s ... German, because she wants to study in Heidelberg university. 5. “An education is being able to differentiate between what you ... and what you don’t.” – *Anatole France*. 6. “To ... is to change.” – *George Leonard*. 7. “Live as if you were to die tomorrow. ... as if you were to live forever.” – *Mahatma Gandhi*.

**b) Fill in the two verbs. Change the form of the verbs if necessary.**

1. Do you ... your telephone number, email address, all your PC passwords by heart? 2. How many school subjects are you ... this year? 3. How long have you ... your teacher? 4. Are there things you can ... only from experience? 5. Have you ... anything new recently?

**c) Ask and answer the questions above with your partner.**

**3. a) Answer the questions.**

1. When do people learn more facts: at university or during the first five years of their life? 2. Which part of the brain learns faster: logical or creative?

**b) Read the introduction to the book *Students Steps to Success*. Check your guesses. Do you agree with the ideas? What do you think people need to cope with stress?**

**How We Learn**

Did you know that in the first five years of child’s life, they actually learn more facts than it takes to graduate from a University? It’s true! And it’s because they are learning with both sides or the whole of their brain, and it’s also because they are having fun and are relaxed. By being relaxed they are thinking of only one thing at a time which means that what they are learning goes directly to their memory bank.

When children go to school, they immediately start to learn logically, thereby using the ‘analytical side’ of their brain, which learns 40 to 400 times slower than the ‘creative side’. For many children, it’s not unusual for the ‘creative side’ of their brain to lie almost unused for most of their lives. As chil-
dren grow older and life’s pressures start to affect them, they begin to experience stress, and this affects them in different ways. A few cope but most get anxious, irritable, frustrated, nervous, and even frightened.

c) Read the advice. Choose the best summary for it. Justify your choice.

To overcome these difficulties, and to experience success in all areas of their life, people need some skills that enable them to use both ‘sides’ of their brain and to release the stress quickly. These skills can help students get good test or exam results; they also facilitate the building of a happy, successful life. They are easy to use. Perhaps, the best part of all is that you can use them for the rest of your lives.

First, you should learn how to enjoy your study. Many people get bored while studying. As soon as we open a book all other things seem interesting. Appreciating what you learn will improve your grades.

Do not treat studies as hard, unbearable work. Treat it as something you want to do, not what you have to do. Think of studies as a path to your future. Everyone dreams of becoming something when they grow up. You may want to be a doctor, an engineer, a teacher or a lawyer. So then think of studies as a way to your future success. If you do not enjoy studying, you will not enjoy anything. Many people loathe studies, school, college. As they grow older and mature they realize how important that part of their life was and how they practically wasted it by not enjoying it. Life is too short to be anything but happy. You should enjoy everything, and that is not only the secret to enjoying studies, but also the secret to enjoying life.

This is a great question, the fact that it is always a good thing to enjoy all things that you are doing. For example, when a person is enjoying the work that they are doing, the time can seem to go very quickly. The same is about studying. If a person is enjoying the studying that they are doing, they could tend to be more successful. The more joy you get from an activity the best you tend to do. If the subject that you are studying is filled with enjoyment, then it may not seem as though it was hard going. An interesting fact is that life is what we make it,
so it is important to choose the things that we really want from life.

• If you can’t change something, change your attitude to it.
• Live and learn.
• It’s never too late to learn.
• Learning changes your mind.
• A little learning is a dangerous thing.

d) Match the words in bold from the text with their definitions:

a) to deal successfully with something difficult;
b) to express feelings such as anger or worry in order to get rid of them;
c) to succeed in dealing with or controlling a problem that has been preventing you from achieving something;
d) to make it possible for somebody to do something;
e) to have and be aware of a particular emotion or physical feeling;
f) to influence;
g) to make an action or a process possible or easier;
h) seeing the good side of something, welcoming it;
i) grown up, sensible;
j) the ability to do something well;
k) to hate, to detest.

e) Answer the questions.

1. Do you agree with the statements in italics? 2. Would you like to read this book?

f) Complete the questions below with the words from ex. 3b. Be careful with the grammar form you use.

1. What is your attitude to studies? Do you enjoy or ... them? 2. What new ... have you learned at school? 3. Can you call yourself a ... student / pupil? 4. What ... your studies? 5. What activities ... both parts of your brain to work? 6. Do you have any methods to ... fear and ... before tests? 7. What can the school do to ... the talents of all the pupils? 8. If you have a very difficult task to perform, do you try to ... with it yourself or you turn to others to help you? 9. Have you ever ... a real joy from studying? 10. Which of the following things ...
your progress at school: your attitude to studies, your hard work, your mood, your talent?

   g) In pairs ask and answer the questions.

4. Answer the questions.

   1. What have you studied in this lesson? 2. What new things have you learnt today? 3. Do you think you know more about studies now?

Lesson 2. FROM ANCIENT GREECE WITH LOVE

Communicative area: talking about origins of education
Active vocabulary: philosophy, education, gymnasium, academy, to gain, advanced, to attend, to emphasize, reasoning, to consist of, to improve.

1. Are you good at languages?
   a) Put the words in the list into two groups. Justify your decision.
      philosophy   foreign   philology   difference
      frequently   fashion   telegraph   festival
   b) What words of Greek origin do you know?
   c) What is the Belarusian for ‘education’?
      ‘educere’ (from Latin: to lead out) → ‘education’ (English)
   d) Which letter is not pronounced in the following words?
      psychologist   pneumonia   pneumatic   pseudonym
   e) Can you read the following Greek words?
      Ακαδημία   γυμνάσιον   φιλοσοφία   φιλολογία

2. a) What does the word philosophy mean? Choose from the list.
   • the study of the nature and meaning of the universe and of human life (a professor of philosophy);
• a set of beliefs or an attitude to life that guides somebody’s behaviour (*My philosophy of life is to take every opportunity that presents itself.*);
• finding the answers to the questions about the universe and human nature as well as the study of logic, mathematics, music, morals, and sciences (chemistry, physics, biology), etc.

b) ☞ Listen to the recording to check your answers. Which of the definitions describes 1) what the word used to mean; 2) the present meaning of the word?

c) How long did the word *philosophy* refer to scientific studies in general?

3. a) Read the following passage. Answer the questions.

1. What is education? 2. How did it start in ancient Greece?

Education, in its broadest sense, is about the ways in which people gain skills and gain knowledge and understanding about the world, and about themselves. Western formal education today is based on the Greek model.

Athens made the greatest educational *advances*. There, citizens were judged more by the quality of their minds. Boys started their education about the age of 6. But they didn’t go to schools as we think of schools today. The trusted family slave took them from teacher to teacher. They studied reading, writing, arithmetic, music, dancing, and gymnastics. From about ages 16 to 20, the boys *attended* a government-sponsored *gymnasium*. Gymnasiums trained young men to become citizens – soldiers. They *emphasized* such sports as running and wrestling and taught the art of war.

Originally, the word “gymnasium,” described an exercise ground. Between the hours devoted to physical exercises and sports teachers gathered there and gave instruction, and thus the term became associated with and came to mean an institution of learning. Students held discussions in order to *improve* their *reasoning* and speaking ability. The latter meaning of a place of intellectual education continued to exist in German and other languages, whereas in English the meaning of a place for physical education was kept, more familiarly in the short-
ened form “gym”. Present time gymnasium prepare pupils to enter a university for advanced academic study.

By the 400’s BC the advanced education in Athens consisted of philosophy and rhetoric. Philosophy included the study of logic, morals, and science. Rhetoric included the study of government, history, and public speaking.

During the 400’s and 300’s BC, Athens produced such great philosophers and educators as Socrates, Plato, and Aristotle.

b) Work in pairs. Discuss the meaning of the words in bold.

4. a) Which of the words in bold from ex. 3a means

a) to obtain, achieve, or win something you want or need;
b) to make something better than before, or to become better;
c) a change, discovery, or invention that brings progress;
d) in ancient Greece a locality for both physical and intellectual education of young men;
e) to give special importance to something;
f) a process of thinking carefully about something in order to form a logical opinions;
g) having the most modern and recently developed ideas, methods, etc.; (about a course of study) at a high or difficult level;
h) to be formed from two or more things or people;
i) the process of teaching and learning, usually at school, college, or university?

b) Match the beginnings and the endings of the questions.

What does your school programme... for their great educational advances?
What is the difference... to improve your English skills?
What skills... emphasize now?
What skills can you... gain at school?
What subjects do gymnasium... consist of?
What do you do... develop reasoning?
What countries are famous... between an ancient gymnasium and the present-day gymnasia?
Which school subjects... help your friend to learn?
c) In pairs ask and answer the questions.

5. a) What do the present-day educational system and the ancient Greek one have in common and what are the differences?

b) Can you find any aspect where the education in ancient Greece is more advanced than today’s education?

Lesson 3. GREAT MINDS THINK ALIKE

**Communicative area:** talking about great educators of ancient times

**Active vocabulary:** to tutor, a tutor, to set up, to be acquainted with, research, reason, confusion, to keep notes, to preserve, to spread

1. a) Look at the pictures.

Pythagoras

Confucius

Socrates

Plato

Aristotle

Are these names familiar for you?
b) Which of the people from ex. 1a do the following sentences refer to?

1. He believed that both the universe and man are constructed on the same harmonic proportions.
2. He taught young Macedonian prince, future conqueror of the world – Alexander the Great. After Alexander became king, at 20, he gave his teacher a large sum of money to set up a school in Athens.
3. He won two Olympic competitions.
4. He discussed problems with his advanced students while walking in the garden. Because he walked about while teaching his school was called the Peripatetic (which means “to walk about”) school.
5. He fought bravely for Athens in the Peloponnesian War and in one of the battles saved the life of one of his friends.
6. His works survived only in the writing of his students.
7. He was sentenced to death as a heretic.
8. He built a seven-note harmonic musical scale.
9. He first mentioned Atlantis in one of his dialogues.
10. At the age of 22 he opened a school where he accepted children only for a small fee and those who couldn’t afford to pay for their education – without a fee.
11. He explained his ideas in the form of dialogues.
12. He wrote about the ideal state that should be governed only by wise people.
13. He was called the wisest man in Athens.
14. His philosophy also influenced the civilization of all of eastern Asia.
15. He emphasized the importance of having high moral principles as the basis of wisdom.

c) Which of them said:

“No man is free who cannot control himself.”
“As for me, all I know is that I know nothing.”
“It does not matter how slowly you go so long as you do not stop.”
“All men by nature desire knowledge.”
“Knowledge is the food of the soul.”
“All men by nature desire knowledge.”
“Any man may easily do harm, but not every man can do good to another.”
d) Match the sayings with their meaning.

- Everyone should never stop developing and everyone develops at their own pace.
- Your freedom is not absolute. To be free you have to respect the freedom of other people.
- Learning gives man spiritual power.
- We should appreciate the ability to be good to others.
- We know so little about the world that we can’t boast of our knowledge.
- To be human means to want to develop.

2. a) Work in three groups. Each group reads one of the articles about a great Greek teacher. Answer the questions to the article. Prepare to retell your article to other students.

A. Socrates

(470?–399 BC). Socrates was born on the outskirts of Athens in about 470 BC. He studied sculpture, his father’s profession, but soon left this work to “seek truth” in his own way.

Socrates was interested in neither money, nor fame, nor power. He walked along the streets of Athens wearing single rough woolen clothes in all seasons and barefoot. Talking to whoever would listen, he asked questions, criticized answers, and found what was wrong in arguments. He enjoyed creating confusion by asking simple questions. Socrates was sure that a person can find all the true answers within himself. He followed the principle of “Know oneself”. His style of conversation has been given the name Socratic dialogue.

Socrates was the wisest philosopher of his time. He was the first of the three great teachers of ancient Greece – the other two being Plato and Aristotle.

He, however, was not appreciated by the Athenian mob and its self-serving leaders. His true statements made him a lot of enemies among the Athenian rulers. He was falsely accused of a crime and sentenced to death by drinking poison. His parting comments to his judges were simple: “The hour of departure has arrived, and we go our ways – I to die, and you to live. Which is better God only knows.”
Questions: Was Socrates a wealthy citizen of Athens? What did he teach? What was he interested in? What was special about his style of teaching? Why did he like to ask questions and confuse his pupils? How did he die?

B. Plato

(428?–348? BC). Plato was born in Athens in about 428 BC. Almost nothing is known about Plato’s early life. Because of his family’s high position it is likely that he was acquainted with Socrates from childhood. As a young man Plato probably intended to go into politics. But the unethical and cruel practices of the dictators and the fate of Socrates changed his mind. Plato left Athens and travelled for several years.

In 387 he returned to Athens and founded a school of philosophy and science that became known as the Academy. The school stood in the place that, according to the legend, was once owned by a Greek hero named Academus. The Academy was the first University. Plato remained its teacher until his death in about 348 BC. It was a school devoted to philosophy, law, astronomy, biology and scientific research – primarily mathematics. The Academy survived as an institution until AD 529, when it and other non-Christian schools were closed.

Plato wrote dialogues – debates that he imagined taking place between teachers and pupils. He hoped these dialogues would help students understand his ideas. Plato investigated many topics, from friendship to the heavens. But his most important work was a study of knowledge.

Plato believed that we learn about the world in two different ways. We get useful information through our senses, like sight and touch. But we reach truth by using a higher ability, which he called reason. Plato said that our senses give us imperfect knowledge, because they tell us about specific objects. But our inner knowledge gives us truth, or perfect knowledge, because it tells us about ideas.

Plato believed that rulers must be philosophers, in other words – wise people, to create the best conditions for their people. In 367 BC, he went to the island of Sicily to teach the new ruler to be a philosopher. But he failed in this effort. Plato returned to write and study in Athens. He died at the age of 80.
C. Aristotle

Aristotle was born in 384 BC. His father was a friend and the physician of the king of Macedonia, and the lad spent most of his boyhood at the court. At 17, he went to Athens to study. He joined the famous Academy directed by the philosopher Plato.

Aristotle threw himself wholeheartedly into Plato’s pursuit of truth and goodness. Plato was soon calling him the “mind of the school”. Aristotle stayed at the Academy for 20 years, leaving only when his beloved master died in 347 BC.

In Athens Aristotle taught brilliantly at his school in the Lyceum. He collected the first great library and established a museum. Aristotle studied many subjects. He was most interested in science, especially biology, zoology, and astronomy. He tried to find out how humans think, and how they learn about the world around them. He also tried to describe invisible things, such as the mind and the soul.

In all his investigations, Aristotle pioneered a new way of studying. He didn’t use guesswork or accept whatever people already believed. He used observation.

Aristotle wrote many books, and he kept notes to help teach his students. Alexander the Great was among them. After ancient Greek civilization collapsed his notes were not lost. Muslim scientists carefully preserved these writings and passed them on to scholars in Europe and Asia. Aristotle’s ideas spread around the world.

Questions: Who was Aristotle’s teacher? Who was his most famous student? What school did Aristotle set up? Why is he a pioneer of science? How did his writings survive?

b) Work in groups of three. Retell your article to the group and ask the questions after the article to check understanding. Which facts do you find most surprising?

c) Match the words in bold from ex. 1 and 2 with their definitions:

a) to write down smth as a record;
b) a careful study of a subject, especially in order to discover new facts or information about it;
c) a private teacher, especially one who teaches an individual student or a very small group;
d) to save, keep in a good condition;
e) to become known by, or used by more and more people;
f) to know;
g) a state of not being certain about what is happening, what you should do, what sth means;
h) the power of the mind to think in a logical way, to understand and have opinions;
i) to establish.


d) Which of the ancient educators would you like to have as a tutor? Why?

3. a) Complete the story about Socrates with the words Truth, Usefulness, Goodness.

Talking About Others – Socrates’ Advice

In ancient Greece, Socrates was reputed to hold respect for high esteem. One day Socrates met an acquaintance who ran up to him excitedly and said:

“Socrates, do you know what I have just heard about one of your students?”

“Wait a minute,” said Socrates.

“Before you tell me I would like to conduct a little test. It is called the Triple Filter Test. The first filter is … . Have you made sure that what you are going to tell me is true?”

“No,” said the man. “Actually I just heard about it.”

“All right,” said Socrates, “so you don’t really know if it is true. Now let us try the second filter, … . Is what you are going to tell me about my student something good?”

“No, on the contrary…”

Socrates continued, “You want to tell me something bad about him, even though you are not certain it is true.”

The man shrugged, embarrassed. Socrates continued,

“Now we apply the third filter – the filter of … . Is what you are going to tell me about my student is going to be useful to me?”

“No, not really…”
Socrates concluded, “If what you tell me is neither True nor Good nor Useful, why tell it to me at all.”

b) Listen to check yourselves.

1. Why do you think Socrates didn’t answer right away?
2. What would happen if all people used the three filters?

c) Translate the story into your language.

Lesson 4. ON-LINE ACADEMY

Communicative area: talking about the possibilities of on-line learning
Active vocabulary: to supply, to provide, to generate, to create, to develop, to store, to quit, to review, feedback, not-for-profit, free, a salary, a donation, effort, performance, passion for, remote

1. a) Discuss the following question in pairs.

What is the major recent change in education? Consider different aspects: subjects taught, methods of teaching and learning, learning resources, etc. Is this change for better or worse?

Compare your ideas with the others in class. What do they have in common?

b) Read the letter from a young person below. Could it have been written a century ago?

No teacher has ever done me any good – this may sound harsh but I mean it quite literally. Where I am from blacks are not welcomed with open arms into schools. About five years ago my family collected enough money to move from where I was born, so that I could have a chance at having an education and living a real life. But without a good knowledge of elementary maths I was slow to progress.

I am now in college and learning more than I ever have in my life. But a poor math background has been holding me back.
I found the Kahn Academy in June of 2009. I have spent the entire summer on your You Tube page. And I just wanted to thank you for everything you are doing. You are a Godsend. Last week I tested for a maths placement exam and I am now in Honors Math 200. No question was answered incorrectly. My placement test examiner was so impressed by the breadth of my knowledge of maths that he said I should be in a class for algebra. Mr. Khan, I can say without any doubt that you have changed my life and the lives of everyone in my family.

I wish you and the Khan Academy the best of luck.

c) Look at the sentence in bold. What exactly do you think the young man is thankful for? Have you ever heard of the Khan Academy? Share what you know.

2. a) Read about the Academy. What subjects does it teach? Who can be its students? How does it differ from an ordinary school or college?

The Khan Academy is a not-for-profit educational organization. It was created in 2006 by Salman Khan, a Bangladeshi American. He earned three degrees from the Massachusetts Institute of Technology and received an MBA from Harvard Business School.

The website, khanacademy.org, supplies a free online collection of more than 2,700 micro lectures via video tutorials stored on YouTube teaching Mathematics, History, Healthcare & Medicine, Finance, Physics, Chemistry, Biology, Astronomy, Economics, Cosmology and Computer Science.

The Khan Academy also provides a web-based exercise system that generates problems for students based on skill level and performance.

Salman Khan is sometimes referred to as the favourite teacher of Bill Gates who called the learning resource “unbelievable” saying “I’ve been using it with my kids.”
Salman Khan explains: “I teach the way that I wish I was taught. The lectures are coming from me, an actual human being who is fascinated by the world around him. The things are explained as they are understood by me, not as they are written in a textbook developed by an educational bureaucracy.

I quitted my day job as of September 2009 to work on this full-time and was digging into my savings until recently. In May 2010, some generous individuals gave large enough gifts for me to take a salary”. Since then, Khan Academy has received millions’ donations from The Gates Foundation and won Google’s Project 10 to the 100 of ideas to change the world.

b) Which of the words in bold are synonyms or have something in common? Use them to complete the sentences.

1. If you s... or p... something you make things people need or want available for them. 2. If you g... or c... something you make it exist or happen. 3. If something is n... it was established or made without a purpose to earn money. Very often it is also f... which means that you don’t have to pay money to use it.

c) Match the following definitions with the other words in bold from ex. 2a:

a) to leave a job, school, etc, especially without finishing it completely;
b) to put or keep things in a special place for use in the future;
c) something such as useful land, or minerals that exists in a country and can be used to increase its wealth;
d) all the money, property, skills etc. that you have available to use when you need them; something such as a book, film, or picture used by teachers or students to provide information;
e) how well a person, machine, etc. does a piece of work or an activity;
f) extremely interested in something or someone.

3. a) ☀️ Listen to the introductory part of Salman Khan’s public talk in which he shows the montage of his lectures. How can you describe the tone of his lectures (relaxed, serious, interested, boring, unemotional, inspiring, entertaining)?
b) Read the following quiz about Salman Khan and his Academy. Try to guess the right answers (sometimes more than one answer is possible).

1. **What is Khan Academy mostly known for?**
   a) for the collection of videos on academic subjects  
   b) for the number of viewers  
   c) for the high subscription fees

2. **How many students watching their videos does the Academy have every day?**
   a) half a million  
   b) a million  
   c) five hundred thousand

3. **Is Salman a teacher by profession?**
   a) No. He used to work in the financial sphere (he was a financial analyst at a hedge fund).  
   b) No. He is a financial analyst at a hedge fund.  
   c) Yes. He is a maths teacher.

4. **Why did he begin to put up his YouTube videos?**
   a) It was a way to tutor his cousins in maths.  
   b) His cousins asked him to help their friends.  
   c) He did that to give refreshment to his cousins who had problems in maths.

5. **What was the cousins’ reaction?**
   a) They liked the remote tutorial more than tutorials in person.  
   b) They were bored.  
   c) They preferred tutorials in-person.

6. **How does Khan explain this reaction?** Tick the right answers.
   a) Such a reaction is natural because you can stop and repeat the explanation as many times as you need.  
   b) You are not embarrassed about things you haven’t learned yet.  
   c) You feel comfortable because there are no teachers in the room.

   c) 🎧 Now listen to the second part of the talk. Check if you were right.
d) Listen to the second part again and complete the following sentences from the talk with the words from the recording. Can you explain the meaning of these words?

I want to talk a little bit about really just how I got started. And some of you all might know, about five years ago I was an analyst at a hedge fund, and I was in Boston, and I was tutoring my cousins in New Orleans, ... .

And as soon as I put those first YouTube videos up, something interesting happened – actually a bunch of interesting things happened. The first was the ... from my cousins.

If they have to ... something that they should have learned a couple of weeks ago, or maybe a couple of years ago, they don’t have to be embarrassed and ask their cousin. They can just watch those videos. If they’re bored, they can go ahead. They can watch it at their own time, at their own pace.

4. a) Discuss in pairs. What is the key to success of the Khan Academy? Compare your ideas with the rest of the class.

b) Read the grammar reference on the use of _be going to_ for future actions with present evidence. Write a few sentences about the Khan Academy’s future. Support your opinion with the present evidence.: 

_E.g._ I believe the Khan Academy is going to ... because...

The Khan Academy is ... So, I’m sure it’s going to ... because...

**Lesson 5. BRIGHT FUTURE**

**Communicative area:** expressing future  
**Active grammar:** *Future Simple, Present Simple, Present Continuous, to be going to* used to speak about future

1. a) Work in pairs. Complete the quotation below with two words: _winners_ and _losers_. Explain your choice.

“... live in the past. ... learn from the past and enjoy working in the present toward the future.” (Denis Waitley)
2. a) Read the following parts of complex sentences. Which of them describe future? How do you know?
   a) ... is he going to enter the linguistic university?
   b) ... he is going to work by bus.
   c) ... I am sure he will become a student of the linguistic university.
   d) ... we will help you to revise for the test.
   e) ... he is having a class with his English tutor on Monday.
   f) ... he is having an exam.
   g) ... I have music lessons on Mondays.
   h) ... his train leaves at 6.45 p.m.
   i) ... he always leaves early for school.

b) Choose the appropriate beginnings for the sentences from ex. 2a.

1. We finish work at 5 p.m., so we can see him off, ...
2. He cannot go with us, he is busy – ...
3. He has become really fluent in English, and his pronunciation is perfect, ...
4. His car has broken down, ...
5. You should have told us about your problems with maths long ago. Don’t worry, ...
6. Let’s have optional mathematics classes on Wednesdays, ...
7. He is the most punctual person I’ve ever met, ...
8. Don’t try to call him, he can’t pick up the phone, ...
9. He asked me to lend him my grammar books, ...

c) Which of the sentences speaks about
   a) a spontaneous decision; b) an intention; c) a prediction; d) a future arrangement; e) a timetable?

3. In pairs, complete the replies. Use will (‘ll), be going to, or Present Continuous.

1. You offended Mike yesterday.
   Yes, I know ...

2. Have you invited Jane for your birthday party?
   I talked to her yesterday, but ...
3. We need hamsters for our science project, just the kind you have. That’s not a problem, ...

4. Have you made up your mind about the summer? Yes, ...

5. Do you have any ideas about our fancy ball? I think, ...

6. Can we meet tomorrow at five? I’d love to, but ...

4. Work in pairs. Prepare and act a dialogue following the instructions.

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think of an evening next week and ask if your partner is free.</td>
<td>Say you’re doing something that evening. Give details.</td>
</tr>
<tr>
<td>Express your disappointment and suggest another time.</td>
<td>Tell your partner you are going to the country with friends. Describe what are you planning to do and invite him / her.</td>
</tr>
<tr>
<td>Agree to join them and find out about the arrangements: where to meet, what to take, and so on.</td>
<td>Answer all the questions and finish the conversation.</td>
</tr>
</tbody>
</table>

5. a) Complete the dialogue with will / won’t or (be) going to.

Son / Daughter: I must hurry to the library or I (1) ... fail my project in History.

Mother: I (2) ... give you a lift to the underground station, and I (3) ... pick you up from the library later if you want.
Son / Daughter: That (4)... be great! I am so pressed for time: I have a project to hand in next week but it is still unfinished. Wait a second – I (5) ... take my bag.

Mother: And you’d better take a snack. I’ve bought dried fruit and chocolate, they are on the kitchen table.

Son / Daughter: Yeah, judging by my appetite recently I (6) ... be hungry.

Mother: I’m sure, you (7) ... fail the project. History is your favourite at school.

Son / Daughter: And that is why it (8) ... be my best project so far. (9) ... you help me with the maps?

Mother: With pleasure! Shall I ask Father to give us a helping hand as well?

b) ☞ Listen and check yourselves.

6. Paraphrase the proverbs below so as to use future forms.

E.g. Success comes in cans, failure in can’ts. – Unknown
If you always say “I can’t,” you’ll never be successful.
But if you try, success will come to you.

1. Practice makes perfect. – English proverb
2. Nothing ventured – nothing gained. – English proverb
3. Give me a fish and I eat for a day. Teach me to fish and I eat for a lifetime. – Chinese proverb
4. If there is a will, there is a way. – English proverb
5. The proof of the pudding is in its eating. – English proverb
6. Seeing is believing. – English proverb
7. The first step is the hardest. – English proverb
8. To talk without thinking is to shoot without aiming. – English proverb
9. A good beginning makes a good ending. – English proverb

Which of these proverbs can be used to describe the process of studies? Explain why.

7. Discuss in groups the school of the future. Think of the subjects taught, materials used, school buildings, etc. Compare your ideas with other groups’.
Lesson 6. YOU ARE SMARTER THAN YOU THINK

**Communicative area:** discussing different types of intelligences

**Active vocabulary:** self-aware, mental, to require, appropriate, challenge, assignment, still, counsel, pattern, to be in tune with, empathy, comprehension, gesture, to reproduce

1. Discuss in groups.
   - What does it mean to be intelligent?
   - How do you understand the phrase ‘Each of us is intelligent in this or that way’?

   Compare your ideas with the rest of the class.

2. a) 
   Listen to the introductory part of the interview about multiple intelligences. Answer the questions below.

   1. How do we learn about the world around us? 2. Who introduced the idea of multiple intelligences? 3. What was his idea? 4. How many intelligences does he single out? 5. How many intelligences can a person have? 6. What is another way to say that somebody is intelligent in something?

   b) Match the names of the intelligences with their synonyms.
   (Each name has two synonyms.)

   **1** visual-spatial intelligence, logical-mathematical intelligence, bodily-kinesthetic intelligence, musical-rhythmic intelligence, verbal-linguistic intelligence, naturalist intelligence, intrapersonal intelligence, interpersonal intelligence

   **2** number smart, nature smart, movement smart, music smart, body smart, introspection smart, art smart, logic smart, group smart, book smart, self smart, picture smart, sound smart, environment smart, people smart, word smart
c) Match the descriptions below with the appropriate type of intelligence. Complete the sentences with the names of the intelligences.

A. If you are strong in this intelligence you tend to think in images and pictures. You probably like to draw, paint, and make interesting designs and patterns, and work with clay, coloured markers, construction paper, and fabric. Many who are strong in ... intelligence love to work jigsaw puzzles, read maps and find their way around new places. You probably have definite opinions about colours that go together well, textures that are appropriate and pleasing, and how a room should be decorated. And, you may be excellent at performing tasks that require “seeing with the mind’s eyes,” such as visualizing, pretending, imagining, and forming mental images.

B. If you happen to be a ... smart person, you tend to think more conceptually and abstractly and are often able to see patterns and relationships that others miss. You probably like to conduct experiments, to solve puzzles and other problems, analyze circumstances and people’s behaviour. You most likely enjoy working with numbers and mathematical formulas and operations, and you love the challenge of a complex problem to solve. You are probably systematic and organized, and you always have a logical argument for what you are doing or thinking at any given time.

C. If this intelligence is one of your strong points, you may like to work alone and sometimes you may shy away from others. You are probably self-reflective and self-aware and thus you tend to be in tune with your inner feelings, values, beliefs, and thinking processes. You frequently have creative wisdom and insight, are highly intuitive, and you are internally motivated rather than needing external rewards to keep you going. You are often strong-willed, self-confident, and have definite, well-thought out opinions on almost any problem. Other people will often come to you for advice and counsel.

D. You like physical movement, dancing, making and inventing things with your hands, and role-playing. You probably communicate well through body language and other physi-
cal gestures. You can often perform a task much better after seeing someone else do it first and then mimicking their actions. You probably like physical games of all kinds and you like to demonstrate how to do something for someone else. You may find it difficult to sit still for long periods of time and are easily bored or distracted if you are not actively involved in what is going on around you.

E. If you are strong in ... intelligence area you are likely to have a love of music and rhythmic patterns. You are probably very sensitive to sounds in the environment: rain on the roof, varying traffic patterns. You may study and work better with music in the background. You can often reproduce a melody or rhythmic pattern after hearing it only once. Various sounds, tones, and rhythms may have a visible effect on you. You probably like to create music and you enjoy listening to a wide variety of music. You may be skilled at mimicking sounds, language accents, and others’ speech patterns, and you can probably readily recognize different musical instruments in a composition.

F. If the ... intelligence is one of your strengths, you have a profound love for the outdoors, animals, plants, and almost any natural object. You are probably fascinated by and affected by such things as the weather, changing leaves in autumn, the sound of the wind, the warm sun or lack thereof, or an insect in the room. At a young age you were likely nature collectors, adding such things as bugs, rocks, leaves, seashells, sticks, and so on to your collections. You probably brought home all manner and kinds of stray animals and today you may have several pets and want more. You tend to have a natural liking and respect for all living beings.

G. If ... is a strong intelligence for you, you have highly developed skills for reading, speaking, and writing and you tend to think in words. You probably like various kinds of literature, playing word games, making up poetry and stories, getting into involved discussions with other people, debating, formal speaking, creative writing, and telling jokes. You are precise in expressing yourself and irritated when others are not! You love learning new words, you do well with written assignments, and your comprehension of anything you read is high.
H. If this person-to-person way of knowing is more developed in you, you learn through personal interactions. You probably have lots of friends, show a great deal of empathy for other people and exhibit a deep understanding of other points of view. You probably love team activities of all kinds and are a good team member – you “pull your own weight” and often much more! You are sensitive to other people’s feelings and ideas, and are good at building your ideas on others’ thoughts. You are also probably skilled in conflict resolution, mediation, and finding compromise when people are in radical opposition to each other.

d) 🎧 Listen to the next part of the interview describing the intelligences and check.

e) Match the words in bold with their synonyms or definitions below:

a) to be in harmony with;
b) a new or difficult task that tests smb’s ability and skill;
c) movements that you make with your hands, your head or your face to show a particular meaning;
d) suitable, acceptable or correct for the particular circumstances;
e) to need smth;
f) to make a copy of smth;
g) connected with or happening in the mind, involving the process of thinking;
h) a task or piece of work to do, usually as part of the job or studies;
i) the regular way in which smth happens or is done; a regular arrangement of lines, shapes, colours, etc. as a design on material, carpets, etc.;
j) advice, especially given by older people or experts;
k) understanding, ability to understand;
l) not moving; calm and quiet;
m) understanding your own character;
n) the ability to understand another person’s feelings, experience.

f) Complete the sentences with the words from ex. 2e. What intelligences do they describe?
1. When I try to learn poems by heart, I never sit ... . I use ... to express the emotions and catch the rhythm. 2. Written ... have always been a real ... for me: it takes so much effort to express my ideas in carefully chosen words! 3. I always listen to my history teacher ..., I appreciate his wisdom. 4. It is easier to ... with people who show ... even in situations when they don’t agree with you. 5. I think he must be more ... . When we discuss something, he never has his own opinion! 6. He remembers the ... on the wings of all the butterflies from his collection. 7. English grammar is not as difficult as it may seem if you remember sentence ... . 8. For better ... psychologists advise to have a ... picture of the process. 9. His ability to ... sounds of nature was beyond ...: you could never say they were made by a human being.

3. a) In pairs, interview each other. Find out what your strong and weak intelligences are. Copy the grid below and complete it with the information about your partner.

| is ... smart | loves to / is good at |
| is not ... smart | doesn’t really like / is not good at |

b) Which of the intelligences would you like to have?

c) Which of the following people were / are nature smart, people smart, art smart, introspective smart, logic smart, movement smart?

Gandhi
Archimedes
Albert Einstein
Pythagoras
William Shakespeare
Anne Frank
Charles Darwin
Mozart
Michelangelo
Houdini
Victoria Azarenko

Plato
Socrates
Leonardo Da Vinci
Jules Verne
Mother Theresa
Sergei Rachmaninoff
Tiger Woods
Vaslav Nijinsky
Marie Curie
Roald Dahl

Give your own examples of people who possess the intelligences.
Lesson 7. STUDY TIPS

Communicative area: giving advice on how to study, describing learning habits
Active vocabulary: to summarize, to write down, cramming, to make notes, interruption, schedule, to highlight, distracted, to cheat, to refresh, to process, disadvantage, to motivate

1. a) Read the following rhyme from Roald Dahl’s *Matilda*. What is it used for?

Mrs. D, Mrs. I, Mrs. F, F, I
Mrs. C, Mrs. U, Mrs. L, T, Y.

b) What do you do to remember things you have to learn? Discuss the following questions with your partner and report to the class.

1. What learning habits do you have? 2. Can you give any tips on how to study effectively / revise for a test or exam? 3. Who / what can you turn to for advice on how to study (your teacher, parents, friends, the Internet, books)? Which of these sources are the most reliable?

2. If you met a real expert in studies, what would you ask them? Make up three questions. Compare with other students’ questions. What do you have in common? Can you answer any of your partner’s questions?

3. a) Read the study tips from students’ forum. Are there any tips that answer your questions?

**TIP 1** Read over the notes a couple of times and then summarize them in your own words. Writing things down might help store the information into the long-term memory. *Veronica*

**TIP 2** When I study I like to recreate my notes. Colours and shapes help me to remember. Circling things or highlighting works great. I associate the colour or shape with the information and I tend to remember it better (and longer). *Danielle*

**TIP 3** Before I start to do my study, I make sure that I am not sleepy, hungry, thirsty, and don’t need to use the bathroom. If
I feel all those necessities before I study, I take care of them first. This way, there will be no unnecessary interruption while I’m doing my work. *Edita*

**TIP 4** A study tip that I would like to share is to do **mind maps**. Mind maps is a study tool which is highly recommended by my school teachers and many other scholars. Start by writing a heading in the middle and circle it. Then branch out into subheadings and note down the points. It is recommended to use colour markers/pencils, as colour helps you remember better (a science teacher said so). When you write down the points, use abbreviations and pictures to replace the words. This aids in remembering the facts a lot better! *Eloise*

**TIP 5** Part of a good study habit is making a **schedule**, which will help you organize your time and your thoughts. The schedule shows your personal obligations, priorities, and I am sure it will help you to study. *No name given*

**TIP 6** I found when I helped others with questions I would get a better understanding of what I learned. I have also learned from my experience that just studying a couple days before is not really studying but **cramming**. To get better marks you have to study months before. Using mind maps, charts, **making notes** is very helpful. *Anna*

**TIP 7** I understand and remember more when I listen to someone else so for me it is easier to work or study with a “*study buddy*”. *Virginia*

**TIP 8** I’m the sort of student who gets easily distracted and it’s a nasty habit. When that happens, I remember that what I’m doing is for my own sake. **Motivate** yourself. Set a short time limit, like half an hour – then take a ten minute break (walk around your garden or something, relaxing in the living room is a bad idea since there’s the television and everything) and get back to studying. It’s better than feeling bored through one hour and not taking in any material at all. It works for me. See if it works for you. *Kuki*

**TIP 9** I’m not sure if this was already mentioned or not. I like to record my reading aloud of my text. This has four benefits – I see it, read it, say it, and hear it. I then walk around listening.
over and over until I know it. What is interesting and a bonus is when you come across a question that you think you don’t know so you make a guess and often will get it right. All that listening is in there somewhere. Record your voice when you are reading from your textbook, put it on your iPod so you can listen to it before the test comes around. (I don’t mean cheat, I mean instead of listening to music in the car, listen to your “own little summarized lesson”.) Alan

**TIP 10** The absolutely worst way to study is by CRAMMING! Cramming is not effective whatsoever. Cramming just stores information in your short term memory for a SHORT period of time. Mandeep

**TIP 11** You can pin up some motivational quotes related to your goal nearby your regular study area so that you can look at them when you feel it is getting more and more difficult to concentrate. Stacey

**TIP 12** If you are in a foreign language class or a class where you need to learn a lot of vocabulary, use flashcards. Use a colour code for different groups of words. This is extremely helpful!!!!!!! The best thing though is to listen in class. Be creative. If memory hints help, make a lot of those!!! If singing a song helps, do it!! (I usually do that.) Don’t cram!!! Cramming is the worst!!!! Be organized, and know where to find things in your textbooks. Ymn

**TIP 13** Einstein said, “Imagination is more important than knowledge”. I believe that the best possible way to memorize certain information is to use your imagination. It can help you memorize and recall. For example, the colours of the rainbow in order, from the outside to inside are: Red, Orange, Yellow, Green, Blue, Indigo and Violet. They can be remembered using this acrostic: Richard Of York Gave Battle In Vain. Now if you remember this, you will remember the order of the colours easily, try it now see after 1 hour you can still name them!! Only disadvantage is you have to refresh after 5 or 6 days but only for 2 or 3 times. Good luck. Ankit, India
**TIP 14** Take a break from studies every 30–40 minutes. When you take a break, it means you do not feed any new information into your brain. Allow your mind to process what you studied, by going over the material. Think about it. First the headings, then the sub headings and so on. If you talk to a friend during this break, you would be giving your brain a new task at the cost of processing the info you’ve just studied. *Lea*.

b) Guess the meanings of the words in bold.

4. a) Match the words in bold from ex. 3a with their definitions:

   a) to give the main information and not the details of what you’ve read (synonym ‘sum up’);
   b) to write something on paper, especially in order to remember or record it;
   c) learning a lot of things in a short time, in preparation for an exam, for example;
   d) to write down information that a student learns during a lesson, from a book, etc.;
   e) something that temporarily stops an activity or a situation; a time when an activity is stopped;
   f) a plan that lists all the work that you have to do and when you must do each thing;
   g) to mark part of a text with a special coloured pen, or to mark an area on a computer screen, to emphasize it or make it easier to see;
   h) unable to pay attention to somebody / something because you are worried or thinking about something else;
   i) to act in a dishonest way in order to gain an advantage, especially in a game, a competition, an exam, etc.;
   j) to remind yourself of something, especially with the help of something that can be seen or heard;
   k) to perform a series of operations on information in a computer or in one’s brain;
   l) something that causes problems and stops somebody / something from succeeding or making progress;
m) to make somebody want to do something, especially if it involves hard work and effort.

n) to meet or find somebody something by chance.

b) Complete the questions with correct forms of the words in bold from ex. 3a. Use the phrases in brackets for help.

1. Who or what … you for studying (encourages your studying)?
2. What are the … of studying on your own? (weak sides)
3. What do you do to … the information you’ve learned? (to organize and reorganize the information in your brain / memory)
4. Do you use colour pencils or pens to … the key words in your notes?
5. Do you have a habit to … your friends’ phone numbers or you rely on your mobile phone memory to store them?
6. What is the biggest … you usually have while studying: talking to friends, eating or just doing nothing?
7. Do you usually … in your English classes? What do you write down?
8. Can you … books about Harry Potter in 3 sentences?
9. Do you agree that … is bad for your studies? Is it your habit or do you prefer to study regularly?
10. What do you do to … the material before a test (to remind yourself about the material)?
11. What do you do not to get … when you are studying (attracted to something else)?
12. Is there any punishment for … at tests in your school (behaving dishonestly)?

c) Take turns with your partner to answer the questions.

5. a) Which of the tips

– highlight the importance of concentration on your studies;
– advise on how to organize your studies at home;
– speak about motivation;
– are about eating habits;
– will require modern gadgets;
– say how to process information;
– can be used for learning languages;
– are more suitable for ‘visualisers’ / ‘music lovers’;
– are fun;
– you have never heard of and could never imagine?

b) Discuss in groups of three. Which of the tips are you going to use in your studies? Why?
6. a) Explain the words of Kung Fu Tzu (Confucius) using the tips as examples:

What I hear, I forget.
What I see, I remember.
What I do, I understand.

Do you agree with the ancient thinker?

b) Make a mind map of study tips to process the information and remember it.

Lesson 8. EXAM NERVES

Communicative area: talking about exam preparation; giving advice
Active vocabulary: beforehand, to revise, to sort out, to remind

1. You have three minutes to make as many words out of the word EXAMINATIONS as possible.

2. a) Answer the questions.

1. What is the difference between a test and an exam?
2. How many tests do you usually have during a term? 3. Have you ever had exams?

b) Explain the meaning of the statement: We have tests and exams all our life.

3. a) Discuss the questions below with your partner.

• When do you think exams begin: when the examiner enters the room, when you are given the exam paper or topic, when the school studies begin, when you start revising?
• How do you feel before and during an exam: stressed, excited, bothered, relieved, weird, happy, terrific, terrified, inspired, anxious?
• What does your success at the exam depend on?

Share your ideas with the class.
b) Listen to the BBC GCSE Bitesize recording. What exam are they discussing? What side of exam preparation is described?

c) Listen again. Are the following statements true, false or not mentioned?

1. If you have revised everything and know the material, there’s nothing to worry about.
2. You shouldn’t waste time on making check-lists – on such an important day you can’t forget anything, especially things like pens or money.
3. People usually feel different on the day of the exam.
4. You should start the day early to revise everything one more time.
5. It is important to visualise the positive result of the exam.
6. It is not a good idea to think too much about the exam – it is better to relax.
7. There are lots of techniques to help you feel at ease at the exam, but they often fail.

4. a) What sport are exams compared with? Do you think it’s a good comparison? Complete the script of the dialogue with the ‘sports’ words.

ALIX: It’s normal to feel a little worried before an exam. Some people go into a cold sweat, some say it’s all right, and some even say they’re not bothered. But we all seem to feel a little different when we’re actually in the exam room.

ELIOT: So the first thing to remember is that it’s normal to feel a little weird, and if you prepare for the experience, the easier it is. You could think of it as some sort of test, like a football match, and so prepare like professional ... .

ALIX: They don’t just start the ... cold. They sort out everything they need days beforehand. It’s all laid out, and they have spares of everything.

ELIOT: So you could make a list of everything you need, such as blue and black pens, a ruler, a pencil and rubber – even bus money.

ALIX: And they’ll study the other team for hours on end, watching videos and even going to other ... .
ELIOT: So listen to all the audio clips, go through old English exams and questions, and look in revision books or on the Internet sites, like GCSE Bitesize. These will show you exactly what you’re up against.

ALIX: Then professional footballers get to the ... early, so make sure you plan your day and you’ve got lots of time – this is one of the days when you cannot be late.

ELIOT: And they’ll walk round the pitch. Some will go round several times. But why?

ALIX: Many ... want to get a feel of the place – they will be imagining themselves playing, and imagining themselves doing really well.

ELIOT: And you should do the same before the day of the exam. The exam will probably be somewhere you know well, like the school hall or a ... . But when it’s set up for an exam it will look very different – there will be rows and rows of desks – and it’ll feel very different to normal.

ALIX: So try to go in the room beforehand, when it’s been set up for the exam. It might be locked, or out of bounds, so ask your teacher to take you round – they can hardly say no if you tell them why.

ELIOT: And once you’re in, sit down quietly and go through the exam in your head. For example, you know you’ll have a question on writing to inform, explain or describe. So imagine a question in front of you, a question that you can do really well. So when you leave the room, you know exactly how it feels, you can do this, and you can do it well.

ALIX: It might feel a bit silly, but it seems to work for lots of people and many professional footballers spend time imagining taking ... , or corners, or scoring ... . There’s even a simple trick that might work with you too.

ELIOT: You have to think of a time when you felt great – you did something really good, and everyone knew how good you were. Think of this time, and touch your index finger and thumb together lightly. Try to do this a few times each day,
thinking about successful things each time. And when you get in the exam, touch your finger and thumb together again – it can remind you about how good you are.

ALIX: So try to prepare for the exam. Don’t worry about it – do something about it instead. Look through old questions. Revise for the exam. Visit the room a few days beforehand. Imagine being successful. Sort out what you need for the exam day beforehand. Go early. And keep positive – think about good things.

b) Listen to the dialogue to check. Do you agree with the advice?

c) Match the words and expressions in bold with the following definitions.

a) earlier (than a particular time); in advance;
b) study again (something already learned) in preparation for an exam;
c) make (someone) aware of something they have forgotten or might have forgotten;
d) deal satisfactorily or successfully with (a problem, a situation or a person who is having difficulties).

d) Complete the questions with the words in bold (ex. 4a).

1. Do you ... everything you need for the exam the day before or the morning of the exam? 2. How do you ... for the exam? 3. Do you usually visit the room of the exam ...? 4. What trick would you use to ... yourself of how good you were once?

e) Work in pairs. Ask and answer the questions in ex. 4d.

5. a) Make short notes to summarise the advice. What advice can you add?

b) In groups discuss your ‘exams survival kit’. What will you take with you? Include material as well as not material things. Explain what you need them for. Compare your kit with the other groups and choose 10 things you can’t do without.
Project: Articles for the School’s Magazine

Project Preparation

Work in pairs or independently. Write a number of articles for the school’s magazine. It is going to be a special issue dedicated to the end of the academic year “What We’ve Learned while studying English: Academic Year 2012–2013 in numbers, pictures, words.” You may also put it up on your school Internet site.

1. Below there are topics you need to cover in your articles. Don’t forget to give your article a title (the first title is provided as an example).
   - Prepare study tips that you find useful, explain why they are practical: e.g. A Guide to Successful Studies.
   - Describe the ‘toughest’ moment you’ve had this year – a test, an exam, a lesson, a written assignment. Say what was difficult about it and how you managed to complete the task.
   - Conduct a survey: find out what facts from the world’s history and culture the students of your group remember from the course of English you’ve finished this year. Prepare questions to ask.
   - Write a story about a funny moment you’ve had during an English class this year: what happened, who the participants were.
   - Write about your favourite task in the book. Explain why you like it. Ask your group mates to share their opinions.
   - Write a story about teacher(s) you feel gratitude to.

2. Prepare your articles – write or print them out, use pictures if you wish.

Project Presentation

- Hang your articles around your classroom. Walk around and read them.
- As soon as you get acquainted with all the articles, put them together to have a wall newspaper. Put it up on a wall in a place where other students could read it.
- Choose the best article.
## Unit 2, lesson 3, ex. 2e

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<td>Do you give your friends compliments?</td>
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<td>What puts you down in friendship?</td>
<td>How often do you have arguments with your friends?</td>
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<td>Why is it important to respect your friend?</td>
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<td>Is it easy for you to understand your friends’ mood?</td>
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<td>How can you tell your friends need you to be there for them?</td>
<td>Is it important to have freedom in friendship?</td>
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Do you like it when your friends always agree with you even when you are wrong?
Do you like it when your friend always disagrees with you hurting your feelings?
Unit 12, lesson 2, ex. 1c

1. The Neman.
2. The Zapadnaya Dvina.
3. The Svisloch.
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Учебное издание
Юхнель Наталья Валентиновна
Демченко Наталья Валентиновна
Наумова Елена Георгиевна и др.

Английский язык / английская мова
Учебное пособие для 9 класса гимназий с белорусским и русским языками обучения

Редактор Л.Д. Касьянова. Художественный редактор Е.А. Агунович.
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Компьютерная верстка М.В. Горецкая

Подписано в печать 30.11.2012. Формат 60х90/16. Бумага офсетная.
Гарнитура «Школьная». Офсетная печать. Усл. печ. л. 22,0. Уч.-изд. л. 17,94.
Тираж 14 800 экз. Заказ 396.

(Наименование учреждения общего среднего образования)

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Учебное пособие издано за счет средств государственного бюджета для фондов библиотек по заказу Министерства образования Республики Беларусь

Правообладатель Вышэйшая школа

УДК 811.111(075.3=163.1=161.1)
ББК 81.2Англ-922

Правообладатель Вышэйшая школа