

Т. Ю. Севрюкова, А. И. Калишевич

АНГЛИЙСКИЙ ЯЗЫК

9 КЛАСС

ТЕСТЫ

РЕКОМЕНДАЦИИ ДЛЯ УЧИТЕЛЯ

Учебное электронное издание



Минск
«Аверсэв»
2022

УДК 811.111(075.3)

ББК 81.2Англ-922

Авторы:

Т. Ю. Севрюкова, А. И. Калишевич

Рецензент

учитель англ. яз. первой квалификац. категории гос. учреждения образования
«Гимназия № 30 г. Минска имени Героя Советского Союза Б. С. Окрестина» **Е. В. Скакун**

Учебное электронное издание

Ответственный редактор *М. В. Филатова*

Редактор *Е. И. Гринцевич*

Верстка *Т. Я. Холод*

Корректор *Н. С. Силицкая-Бутрим*

Дизайнер *Д. С. Лебедева*

Изображения используются по лицензии Shutterstock.com

Дата размещения 24.02.2022. Формат 60×84 ¹/₈. Объем 2,6 Мб.

Общество с дополнительной ответственностью «Аверсэв».

Ул. Н. Олешева, 1, офис 309, 220090, г. Минск.

E-mail: info@aversev.by; www.aversev.by

Контактные телефоны: (017) 378-00-00, 379-00-00.

Для писем: а/я 3, 220090, г. Минск.

12+

ISBN 978-985-19-6178-4

© Севрюкова Т. Ю., Калишевич А. И., 2022

© Оформление. ОДО «Аверсэв», 2022

РЕКОМЕНДАЦИИ ПО ОЦЕНИВАНИЮ ТЕСТОВ

В пособии даны рекомендации по оцениванию тестов, тесты «ГОВОРЕНИЕ», тексты аудиозаписей к заданиям на восприятие и понимание речи на слух, а также ответы к заданиям.

Все тесты, кроме тестов на говорение, составлены в двух вариантах одинаковой сложности. Если в заданиях встречаются незнакомые учащимся слова (это допускается учебной программой) и их значение важно для понимания при выполнении заданий, эти слова сопровождаются переводом.

Задания составлены от простого к сложному: предыдущие легче последующих, поэтому за один элемент в разных заданиях учащиеся могут получить разное количество баллов.

Основная цель тестов — определить уровень овладения учащимися пройденным материалом. Перед тем как учащиеся начнут выполнять задания, важно убедиться, понимают ли они, что нужно делать и как именно (обвести кружком правильный ответ, вписать слово или написать правильную букву в нужном месте).

1. Тесты ЛЕКСИКА, ГРАММАТИКА, ПИСЬМО

Для проверки уровня сформированности лексико-грамматических навыков учащихся к каждому разделу учебного пособия «Английский язык 9» предлагается по шесть заданий: три задания на проверку лексики, два — на проверку грамматики и одно задание на творческое письмо в рамках пройденной темы.

Каждое задание, кроме задания на письмо (№ 6), сопровождается примером выполнения.

Максимальное количество баллов — 30. Отдельные элементы в разных заданиях оцениваются по-разному.

Рекомендации по оцениванию тестов **Лексика, грамматика, письмо:**

Задание	Количество баллов	Оценка одного элемента задания, балл
1	2,5	0,5
2	2,5	0,5
3	5	1
4	5	1
5	5	1
6	10	
Итого:	30	

Для оценки сформированности умений письменной речи (задание № 6) пользуйтесь документом «Оценка результатов учебной деятельности учащихся по иностранному языку», размещенном на образовательном портале Национального института образования www.adu.by.

2. Тесты ГОВОРЕНИЕ

К каждому разделу учебного пособия «Английский язык 9» предлагается по три задания:

1. Ответы на вопросы учителя в рамках пройденной темы. Учитель задает любые 4 вопроса из списка.

2. Диалог с одноклассником.

3. Монолог.

В задании 1 содержится большое количество вопросов. Рекомендуется задать каждому учащемуся по 4 вопроса на выбор учителя.

Максимальное количество баллов — 10 (соответствует отметке).

Рекомендации по оцениванию тестов **Говорение**:

Задание	Количество баллов
Задание 1	2 4 вопроса — 0,5 балла за каждый правильный ответ
Задание 2	4 участие в диалоге, коммуникация — 1 лексика раздела — 1 грамматика раздела — 1 порядок слов в предложении — 1
Задание 3	4 соответствие высказывания заданной теме — 1 лексика раздела — 1 грамматика раздела — 1 порядок слов в предложении — 1
Итого:	10

При оценке говорения рекомендуется в первую очередь обращать внимание на то, донес ли учащийся смысл высказывания, ответил ли он на поставленный вопрос. Ошибки допустимы, и, если они не мешают беседе, не следует их исправлять, заострять на них внимание и слишком строго судить учащегося. На количество баллов могут влиять только ошибки в материале данного раздела. Все остальные следует временно игнорировать, но взять их себе на заметку для дальнейшей проработки на уроках.

3. Тесты **ВОСПРИЯТИЕ И ПОНИМАНИЕ РЕЧИ НА СЛУХ**

Для проверки уровня развития умения воспринимать и понимать речь на слух в конце каждой четверти предлагается по четыре задания. Задание 1 проверяет понимание одной составной части в каждом из пяти коротких звучащих текстов. Задания 2—4 предназначены для более детального понимания новых текстов в аудиозаписи (диалоги, монологи, тексты разных жанров).

К каждому заданию учащиеся слушают отдельную аудиозапись, которую следует проигрывать дважды. Учащиеся слушают одинаковые аудиозаписи для вариантов А и В, но задания в вариантах разные. Тексты аудиозаписей приведены в данном пособии.

Аудиозаписи размещены на сайте www.aversev.by.

4. Тесты **ЧТЕНИЕ**

Для проверки уровня развития умения чтения в конце каждой четверти предлагается по четыре задания. Задание 1 проверяет общее понимание частей текста, задания 2 и 3 — деталей прочитанного текста, задание 4, как правило, требует объяснения содержания текста в целом.

Учащиеся читают одинаковые тексты для вариантов А и В, но задания в вариантах разные.

Максимальное количество баллов — 30.

Рекомендации по оцениванию тестов **Восприятие и понимание речи на слух и Чтение**:

Задание	Оценка, балл	Оценка одного элемента задания, балл
1	5	1
2	5	1
3	10	2
4	10	2
Итого:	30	

Оценивая ответы учащихся, следует помнить, что задания разработаны для контроля определенных умений и навыков. Например, при проверке понимания речи на слух или понимания чтения не следует снижать отметку учащимся за неправильно написанные слова или неполные предложения. Если ответ по существу дан верно, он принимается как правильный, несмотря на орфографические и грамматические ошибки, нарушенный порядок слов в предложении.

ТЕСТЫ «ГОВОРЕНИЕ»

Your total score:

Unit 1. Family relationships

10

1 Your school counsellor¹ wants to know about your family. Answer some of the questions.

1. Who is in your nuclear family?
2. If you have siblings, say who is the youngest and the oldest, and how old they are.
3. Briefly describe each member of your nuclear family: age, appearance, personality.
4. Is there anything in your appearance and personality that you take after your mum or dad? Explain.
5. Is your family typical? Please explain.
6. Is your family close-knit? Please explain.
7. What do you like doing together?
8. What relatives does your extended family include?
9. With whom in your extended family do you get on especially well? Explain.
10. What misunderstandings sometimes happen in your family?
11. Speak about one of such misunderstandings and how you dealt with it.

2

2 Work in pairs. Choose any 2 misunderstandings that may happen in a family. Explain how you would deal with them. Say at least 6 sentences. After you finish, your partner can add their ideas. Then swap the roles.

— You are not getting on well with your older sibling: they think you spy on them, and they cannot trust you.

- You are not getting on well with your younger sibling: they always take your things.
- Your sibling says rude words to you.
- Your parents blame you when your dog ruins something in the house.
- Your parents blame you for not helping about the house.
- Your parents often disagree with your choices (clothes, friends, how you spend your free time, what music you should listen, etc.).
- Your parents are not satisfied with your school results.
- Your parents often quarrel with each other.
- Your parents work too much and rarely have time for talking to you.

4

3 Speak on the topic “Family is the most important thing in the world”. You can speak about your family or families in general. Say 10–14 sentences.

4

Your total score:

Unit 2. Interpersonal relationships

10

1 Someone at your school is doing a project about friendship. Answer some of their questions.

1. What should an ideal friend look like?
2. What personality should an ideal friend have?
3. Do you have a best friend?
4. What does he / she look like?
5. What is he / she like?
6. What does he / she like doing?

¹ school counsellor — школьный психолог / школьны псіхолаг

7. How do you spend your time together?
8. Describe a misunderstanding that you have had and how you solved it.
9. What life lessons have you learned from your friend?

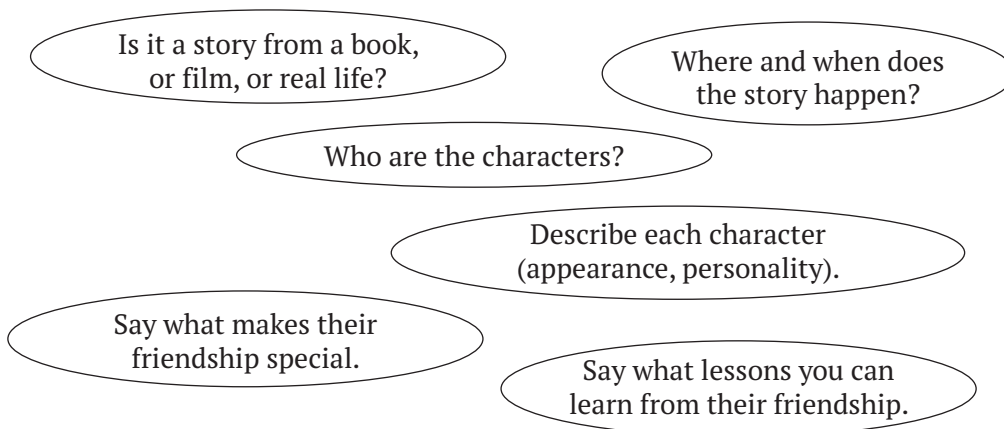
	2
--	---

2 Work in pairs. Choose any 2 misunderstandings that may happen between friends. Explain how you would deal with them. Say at least 6 sentences. After you finish, your partner can add their ideas. Then swap the roles.

- You don't have a friend.
- You have a lot of friends, and some of them don't get on well with each other.
- You think that your best friend has made friends with another boy / girl.
- Your best friend is very sociable, and they don't spend all time after school with you.
- You aren't sure if your friend is always honest with you.
- You aren't sure if you can trust your friend.
- Your friend doesn't tell much about himself / herself, but he / she is a good listener.
- Your friend isn't helpful when you ask him / her to do homework for you.
- You often invite your friend to your place, but your friend doesn't ever invite you.
- When you quarrel with your friend, it's you who always starts making up.
- Your friend broke up with you after you told his / her secret to your parents, and they called the police.
- Your friend stopped talking to you when you told a classmate your friend's secret.
- People say that your personality has changed for the worse since last summer when you made friends with your present best friend.

	4
--	---

3 Speak about a friendship in a book, or film, or real life. You can use the prompts. Say 10–14 sentences.



	4
--	---

Unit 3. A healthy lifestyle

	Your total score:
	10

1 Answer some of your school fitness instructor's questions.

1. Do you think you are a healthy person? Please explain.
2. Is your body flexible? Please explain.
3. Is your body strong and fit? Please explain.
4. What is the best way for you to relax?
5. Do you think your diet is healthy? Please explain.
6. What are your favourite groups of food?
7. Are your favourite foods good for your health?
8. Do you think you should change your diet somehow to be healthier? Why do you think so?
9. How often do you eat fast food?

10. What is your favourite fast food? What do you think makes it attractive to you?
11. If you aren't happy with your weight, what can you do to normalise it?
12. Why do you think teenagers smoke?
13. What advice can you give to those teens who smoke?

	2
--	---

- 2 Work in pairs. Play a guessing game. Student 1 chooses an adjective from the box and makes a guess about Student 2. Student 2 comments on the guess. Then swap the roles. Choose 4–6 adjectives each.**

Hint: Use the comparative degrees of adjectives
(more or less) if needed.

Model.

Student A: Flexible. I think your body is very flexible.

Student B: I wish². It's less flexible than you think.

flexible	relaxed	pessimistic
fit	positive	unhappy
strong	enthusiastic	stressed

	4
--	---

- 3 Speak about the food at the school canteen. Say how nutritious and balanced it is. Say 10–14 sentences.**

	4
--	---

Your total score:

	10
--	----

Unit 4. The world of fashion

- 1 Answer some questions about fashion and style in your life.**

1. What's your favourite item of clothing? Why is it special?
2. What's your favourite pair of footwear? Why is it special?
3. What is your favourite outfit for hanging out with friends?
4. Do you wear accessories? Why?
5. What's your favourite accessory? Why?
6. What are your favourite colours for clothes? Why?
7. What is your favourite material for clothes? Why?
8. Describe your wardrobe in three adjectives.
9. Who usually buys your clothing and footwear?
10. What is important for you when you choose what clothes to buy?
11. Is it easy for you to choose clothes for yourself when you buy them?
12. What clothes suit you?
13. Should teenagers wear school uniform? Why?
14. Is it OK if a teenager wears make-up to school? Why?
15. Is it OK if a teenager dyes³ their hair? Why?
16. Do you read fashion magazines / read fashion blogs / follow fashion Instagrammers? What do you read? Who do you follow? Why?
17. Do you have misunderstandings with your parents about what you should wear? Give details.
18. What best advice about fashion or style have your parents given you?
19. Have you ever made any items of clothes or accessories for yourself? Give details.

	2
--	---

² I wish. — Я бы хотел(а) этого. / Я б хацеў(-ла) гэтага.

³ dye — окрашивать (волосы) / фарбаваць (валасы)

2 Work in pairs. Have a short debate about a school uniform in Belarusian schools. Say at least 6 phrases each.

Step 1. Decide who thinks of the arguments for the uniform, and who thinks of the arguments against it.

Step 2. You have 2 minutes to write down your arguments.

Step 3. Say one argument at a time. Then let your partner say one argument. Continue. See who says the last argument.

Step 4. Choose one argument from your partner's list (use reported speech). Explain if you agree or disagree with it.

	4
--	---

3 Who is the most stylish person you know? Speak about their style and clothes they wear. Say why you admire them. Say 8–12 sentences.

	4
--	---

Your total score:

	10
--	----

Unit 5. Weather

1 Let's talk about weather. Answer some of your teacher's questions.

1. What's the weather like today?
2. What was the weather like yesterday?
3. What's your favourite weather?
4. Are you weather dependent?
5. Do you trust weather forecasts?
6. Are you sometimes under the weather? When or why?
7. Have you got real or fair weather friends?
8. What books, films or sports leave you cold?
9. What or who helps you to weather the storm?
10. Do you always give your friends a warm welcome?
11. How does the air become humid?
12. What forms of precipitation do you know?

	2
--	---

2 Work in pairs. Role play a conversation "Planning a weekend". Use the phrases in the box. Say 6–7 phrases each.

Student A: Invite your friend for a picnic at the weekend.

Student B: Discuss the weather forecast for the weekend and refuse to go for a picnic because of the bad weather.

Students A and B: Find a solution.

Let's ...!	Sorry, I don't think ...
How about ...?	I'm not sure ...
We can ...	I wouldn't like to ...
I'm absolutely sure (that) ...	Let me see / let me think.
Right, but what about ...ing?	OK / Fine.

	4
--	---

3 What's the weather like in Belarus and the UK in different seasons? Speak about the average temperatures, precipitation, humidity and other atmospheric phenomena. Say about 10 sentences.

	4
--	---

1 You are a meteorologist. Answer some questions from children about weather and climate.

1. What is weather? What is climate?
2. What climates are there in the world?
3. What is the climate of a country influenced by?
4. What climate does the UK / the USA / Belarus have?
5. What extreme weather events are the most dangerous?
6. What are the consequences of extreme weather events?
7. What causes different natural disasters?
8. What natural disasters often occur in the UK / the USA / Belarus?
9. What should you do to survive a snowstorm / a heatwave / a flood?
10. How is our climate changing?

	2
--	---

2 Role play a conversation between a Belarusian and British students about their countries' weather and climates. Say 6–7 phrases each. Use the ideas below.

seasons, the hottest / coldest / wettest months, temperature maximums, precipitation, weather extremes, traditions related to seasons, the best time to visit the country

	4
--	---

3 You're a TV reporter. Use the key words and report about Hurricane Sandy.

October 2012 / New York / move quickly / heavy / rain / wind / stronger / trees / blow down / fall / top of houses / break roofs / power lines damage / streets block / 48 hours / lack of food, drinking water / hundreds of thousands / without power / result in / 44 deaths / \$19 billion in damages / 300 homes destroy / over 69,000 homes damage / thousands of New Yorkers homeless.

	4
--	---

Unit 7. Leisure time

1 Answer some of the questions from a survey about leisure time.

1. Is leisure important in our life? Why?
2. Do you have a lot of leisure time? Why or why not?
3. What do you like doing in your free time?
4. Do you stay at home, or do you go out?
5. Do you prefer to spend your free time with your family or with your friends?
6. Where do you prefer to hang out with your friends?
7. Which recreational activities have you tried in your life?
8. Which of them did you like? Why?
9. Which of them did you give up? Why?
10. What is your favourite hobby or recreational activity at the moment?
11. What other leisure time activities would you like to try?
12. What leisure centres are there in your city / town / neighbourhood? What activities do they offer?

	2
--	---

- 2 Work in pairs. You're going to open a leisure centre in your city / town. Discuss with your partner what activities you would like to offer and what their benefits are. Say 6–7 phrases each.

	4
--	---

- 3 What is your cure for boredom? Say about 10 sentences.

	4
--	---

Your total score:

	10
--	----

Unit 8. Means of communication

- 1 Let's talk about means of communication. Answer some of your teacher's questions.

1. What means of communication is the most important these days: radio, TV, the telephone or the Internet? Why?
2. What do you think is the best device for sending and receiving information?
3. Do people communicate more or less now than they used to?
4. What means of communication are most frequently used?
5. What ways of communication have modern technologies replaced?
6. Are new technologies improving communication?
7. How have computers and Internet technologies changed learning foreign languages?
8. Are you addicted to the Internet / to your mobile phone?
9. Do you think the mobile phone is just a fad?
10. Do you think teenagers have a right to use any means of communication they like and as much as they like?
11. What means of communication can't you live without? Why?
12. What are your predictions about the future of global communication?

	2
--	---

- 2 Work in pairs. Speak about Internet / mobile phone addiction. Say 6–7 phrases each.

Student A: You are an Internet / a mobile phone addict. Explain why you spend so much time on the Internet / on your phone. Listen to your partner and accept or refuse their advice.

Student B: Give your advice to your partner who is an Internet / a mobile phone addict.

	4
--	---

- 3 What are the advantages and disadvantages of modern means of communication? Say about 10 sentences.

	4
--	---

Your total score:

	10
--	----

Unit 9. School matters

- 1 Your English-speaking friend wants to know about your school interests and problems. Answer some of their questions.

1. What school subjects do you enjoy studying?
2. Is learning grammar rules an uphill struggle for you?
3. Do you fit in with your classmates?
4. Does school teach you to cope with life problems?
5. Do you know what you will do in the future?
6. Do you study hard to get better marks at school?
7. What are the main things school should teach you?
8. What school subjects are dead easy / a hard nut to crack for you? Why?
9. Is learning English a piece of cake for you? Why?

10. What should you do to pass an exam successfully?
11. What do you do to improve your English?
12. Who do you usually turn to when you have a problem?

	2
--	---

- 2** Work in pairs. Discuss your school problems and give each other advice on how to cope with them. Say 6–7 phrases each.

	4
--	---

- 3** Your friend is disappointed with their marks at school. Give them advice on how to cope with their problem. Say about 10 sentences.

	4
--	---

Unit 1. Family relationships

Unit 2. Interpersonal relationships

- 1 Listen to five people speaking about their families and friends. Match the speakers to what they are talking about. One item is extra.

One. I don't have many friends, and most of them are from my childhood. I believe that it takes a lot of time for a friendship to grow. That's why I'm so surprised to have a new person in my life who I've just met, but it feels like I've known him forever. He's new at our school, he goes to a different class, and we met at a school drama club last week. At coffee break, we couldn't stop talking to each other. I know, he's an acquaintance, not a friend yet, but I hope we'll be able to become good friends.

Two. I have so many friends! It's probably so because I'm very sociable but I don't have someone to talk to in my family most of the time. My parents have to work hard and are always at work, and I don't have a sibling. It's just my mum, my dad and me. I wish I had a sister or a brother, but I don't.

Three. I have such an amazing family! It's large and close-knit. I've got two grannies and two grandpas, three aunts and four uncles, fourteen cousins and a big sister who has a son and a daughter, my nephew and niece. Of course, we don't live under one roof, but we often visit each other for birthdays and for Christmas. Every year we have a family reunion in summer, every time in a new place. I always look forward to seeing my relatives.

Four. I think everybody dreams about having a family where parents are happy to have each other, and their children are happy, too. I'm sure my mum and dad dreamed about such a family, too, when they were young. They got married, and they were happy, but then something happened, and they started quarrelling and fighting. They didn't find a way to fix their relationship and decided to break up. I love my mum and dad, and they both love me. It's not easy for my mum to be a single mum, but my dad helps her when he can. I wish we lived together and were happy together, but, unfortunately, it's not possible.

Five. My parents moved to another country when I was little. I love our new home, and I have a lot of friends, but I miss my grandad who lives alone and doesn't have many friends. He has a strong character, and he says he's fine to live alone. I think he says this, so that we don't worry about him. I will ask my mum and dad to buy my grandad a dog next time when we visit him. I think that having a companion will make his life happier.

- 2 Listen to the song *Friends* by Meghan Trainor. Are the sentences true or false?

I know we're about to have a good time
'Cause I got all my friends with me.
I know everything's gonna be fine
'Cause I got all my friends with me.

When I'm in trouble, need some help
And I feel all by myself,
Know exactly who to call.
I know to make it all right
I got all my friends with me.
And after all my money's spent,
And I can't afford my rent
They walk me in the house
Saying, "You can take the couch," yeah.
That's the only friends I need.

And everybody says
No one understands me,
No one understands me
Like they do, like they do.

No one's gonna love me,
No one's gonna love me
Like they do, like they do.

I know we're about to have a good time
'Cause I got all my friends with me.
I know everything's gonna be fine
'Cause I got all my friends with me.

3 Listen to the conversation in a school counsellor's office. Circle the correct items.

- Hi Greg. You wanted to talk about some misunderstanding with your friend.
- Hi Ms Tania. Thank you for making time for me in your schedule.
- Sure. So, what's the problem?
- I have a new friend, Phil. Well, I thought we were friends, but now I don't know.
- Tell me more, Greg. When and where did you meet Phil?
- I met him last year. We met online on Minecraft, an online game.
- Oh? Do you often play the game?
- Yes, every day. This is how Greg and I became close. Well, I thought we did.
- You said you became close. Tell me more.
- First, we talked on Minecraft, and later we contacted on WhatsApp, the messenger. We used to talk every day for hours.
- What did you talk about?
- About everything, really... He is so sociable, and he likes to talk... Hm... Now as I'm thinking about it, I can see that we mostly talked about Phil, about what was important for him. He rarely asked me about my life.
- I see. Why do you think that Phil is probably not a good friend of yours?
- Phil lives in a different city, and we communicated for several months through the game or on the messenger. But last week Phil was to visit his uncle who lives in our town. I was so excited about seeing him in person.
- Did you meet?
- Yes, we did. This is when I realised that he wasn't interested in me. He came with his cousin, and they kept talking about their family all the time.
- I see, Greg. Did you tell Phil about your feelings?
- I tried, but he said he didn't have time for a talk, and since then he hasn't replied to my messages or answered the phone. (*message sound*) Oh, wait. I got a message from him!
- Do you want to tell me what Phil wrote?
- He says that he is sorry that he had to come to the meeting with his cousin, and that he wants to meet again tomorrow — just he and I — and... he says that he wants to get to know me better.
- Oh, Greg! Isn't it what you wanted?
- Yes, Ms Tania, I really want to be good friends with Phil.
- Good luck. Greg.
- Thank you.

4 Listen to the part of a lecture about the importance of interpersonal relationships. Answer the questions.

...People need people. ...That is true on the bigger scale (relationships between groups of people and even nations), and on the smaller scale (relationships between individuals). Thousands of years ago, the survival of humans depended on their cooperation with others. Those who could unite into bigger groups to deal with environmental challenges or wars, had more chances to survive. Today, people, groups of people and even countries that are able to work on common goals together with others, achieve better results. Collaboration is a soft skill that we need to succeed.

As for the relationships on a personal level, scientists say that the need for other humans is built into our brain, and babies are born with it. When a person feels that they belong to a group of other people (family, classmates, friends), they feel safe which helps them learn better, be more creative and be more open-hearted. Scientists say that people who are connected to their families or friends are healthier and happier individuals. Humans are humans, and sometimes some misunderstandings may come up. Unfortunately, even a small misunderstanding may result in a relationship break-up, so it is very important to be attentive

to what is going on between you and the people who are close to you. Talking about the misunderstanding, listening to each other, being honest and supportive are good ways to keep the interpersonal bonds strong.

Unit 3. A healthy lifestyle

Unit 4. The world of fashion

1 Listen to five people speaking about a healthy lifestyle. Match the speakers to what they are talking about. One item is extra.

One. How to be healthy? I think, there is an easy answer to that question. Think what you eat because we are what we eat. If we regularly feed our bodies on junk food, our bodies might develop diseases and become overweight. If we regularly eat healthy food, we build healthy bodies. Healthy eating is not about going on diets, it is about supplying the nutrients from the food to our bodies.

Two. How to be healthy? Of course, to be healthy, one should eat well, do physical exercises and have a good sleep. However, people often forget that it is also important that they regularly take blood tests and have checkups with doctors such as visits to a dentist or an eye doctor. Regular checkups help understand what is going on with people's bodies, and they might help prevent serious diseases.

Three. How to be healthy? I think that the worst thing that people can do to their bodies is to smoke, drink alcohol or take drugs. These substances destroy a person's body and make it weaker. In addition to that, tobacco, alcohol and drugs decrease a person's ability to think clearly. These are addictions on physical and psychological levels, and they are difficult to fight with. I think it is easier and wiser to say no to them and not to start them at all.

Four. How to be healthy? A modern man's body is often weak and sick because it doesn't get enough physical exercise. In the past, people used to move a lot, and — in general — they were healthier. Now, people who live in towns and cities spend most of their time sitting at desks at work or at school and then in front of TVs, computers and mobile phones. As a result, people do not move enough and develop terrible health conditions such as diabetes and obesity. People need regular physical exercise to be healthy both physically and mentally.

Five. How to be healthy? People should learn to manage their emotions because the emotional health affects how people feel physically. If people don't manage their emotions, this may lead to emotional stress, and stress may give people headaches and high blood sugar. If people live under stress for long periods of time, it may affect their heart, blood vessels and muscles. There are many ways to manage emotions and stress, and the first steps are to identify what you are feeling and instead of immediate reaction to stop and make a pause so that you can think about it. Breathing exercise at this moment may also be of good help.

2 Listen to the presentation about meditation. Are the sentences true or false?

What is meditation, and why is it good for you? Meditation is an old practice that was developed in India and that goes back more than seven thousand years, but which is popular in all corners of the modern world. People meditate for religious purposes or to relax. People meditate when they sit, or lie down, or stand, or walk. People meditate when they are alone, in a group led by someone, or by listening to a recorded audio meditation. Meditation trains the mind when people give their full attention to only one thing. There are different types of meditation. In some types, people focus on a word, a thought, a picture or an image, or their breathing. Meditation is good for people of all ages. It helps people manage their emotions and stress which makes their mind and body healthier.

3 Listen to the report on teenage problems. Complete the sentences.

Being a teenager is both exciting and challenging, and it is never easy. Teenagers spend more time with their friends than with their families, and of course they want to be accepted by their friends. For teenagers, being cool is often more important than being smart or being themselves, that is why teenagers often take risks and experiment with their behaviour.

Let's look at the statistics. About 40 % of young people aged 12 to 17 have drunk alcohol at least once. As a result, young people face risks of unsafe sex, drunk-driving and road accidents, violence and criminal activity. Another alarming data is about teenage smoking. They say that 90 % of smokers began smoking before the age of 19. The good news is that the total number of teenagers who smoke cigarettes is decreasing

nowadays. However, the number of smoking teenage girls is growing. One more problem area for teenage behaviour is their body image. Many teenagers have a negative image of their bodies where they dislike the way they look, for example, 42 % of teenage girls want to be thinner. As a result, teenagers try to change their eating habits which can be very unhealthy. This may cause eating disorders such as anorexia when teenagers become very thin or obesity when they become overweight. 95 % of people who have such health conditions are 12 to 25 years old.

In general, it is OK to try new things, but sometimes teenagers may forget how dangerous this could be. Teenagers' parents should remember this and always look for ways to keep connections with their children and always be there for them. They say that young people who have good relationships with their families feel safer, and this helps them go through teenage years easier.

4 Listen to a teen vlogger about how to look cool wearing glasses. Answer the questions.

Hey. I just got a new pair of glasses, and I want to teach you some tips on how to look cool while wearing glasses.

Number one. Get a pair of glasses that compliment your face. If you have a diamond-shape face, make sure that you wear rectangular glasses. If you have a square or round face, you won't go wrong with oval glasses. If your face is shaped like a heart, go for oval or cat-eye glasses. And if you have a long oval face, choose square glasses.

Tip number two. Take care of your glasses. When you take off your glasses, use both hands so that they stay in good shape. When you put your glasses in your backpack or bag, put the glasses in a hard case first. This way your glasses won't break or scratch. And don't forget to clean your glasses regularly because this way you will see better and wearing dirty glasses doesn't look cool.

And the last tip for today is this. Some people may try to make fun of you when you wear glasses. Don't get angry, just keep cool and be glad that now you can see better what is around and what some people are like.

...Here we go. Those are my top tips on how you can look cool with glasses. I hope you enjoyed them and I hope they will help you. So, have fun with your glasses.

Unit 5. Weather

Unit 6. Climate

Unit 7. Leisure time

1 Listen to the weather forecast for today. Match the places to the weather predicted.

Here's the full weather forecast for today, Monday, July 26. Yesterday's yellow warning for thunderstorms in many southern and central parts of England and the far southeast of Wales came to an end at midnight last night, with the weather looking to be better for many across the UK today. Early clouds in some northern and eastern regions will move to northern Scotland later in the day.

The morning will be dry for those in Manchester, while those further north and in Scotland will have a cloudy start of the day. Wales will once again have a fine morning, with some early sunshine. In London sunny intervals in the morning will change to light showers by early evening.

In the afternoon, cloudy conditions will develop in Northern Ireland and Scotland, with heavy showers in the east of the country. Slow moving, thundery showers will also break out in Wales, but it will feel warmer than the weekend, with a maximum temperature of 26 °C. Elsewhere, expect highs of 24 °C across Northern Ireland and Scotland, 28 °C in London and the southeast and 27 °C in Manchester.

From *metoffice.gov.uk*

2 Listen to the weather forecast again and choose the correct item.

Here's the full weather forecast for today, Monday, July 26. Yesterday's yellow warning for thunderstorms in many southern and central parts of England and the far southeast of Wales came to an end at midnight last night, with the weather looking to be better for many across the UK today. Early clouds in some northern and eastern regions will move to northern Scotland later in the day.

The morning will be dry for those in Manchester, while those further north and in Scotland will have a cloudy start of the day. Wales will once again have a fine morning, with some early sunshine. In London sunny intervals in the morning will change to light showers by early evening.

In the afternoon, cloudy conditions will develop in Northern Ireland and Scotland, with heavy showers in the east of the country. Slow moving, thundery showers will also break out in Wales, but it will feel warmer than the weekend, with a maximum temperature of 26 °C. Elsewhere, expect highs of 24 °C across Northern Ireland and Scotland, 28 °C in London and the southeast and 27 °C in Manchester.

3 Listen to the programme about climate change. Complete the sentences.

The world is getting warmer. Rising temperatures and warmer seas mean that there is more water vapour in the atmosphere which causes hurricanes, storms, and pouring rain. “If we are creating an atmosphere more filled with humidity,” says George Tselioudis, a research scientist at Columbia University, “any storm has greater potential to develop into a massive storm.” Hurricanes and rainstorms can in turn cause severe flooding.

One of the most dangerous impacts of evaporated sea water in the atmosphere is the increasing power of storms and hurricanes. Hurricanes are behaving differently, they are going further inland where they then become rainstorm and flooding events. They dump a lot more water on the land because they pick up more water due to global warming while they are over the ocean.

According to George, these natural disasters prove that global warming is not just causing a slow rise in average temperatures. “Most people don’t fully understand the impact of climate change,” Scott says. “They hear the phrase ‘global warming’ and think, ‘Oh, everything is just getting a bit warmer’, but it’s more complex than that.”

From *zurich.com*

4 Listen to the programme about the worst storm in the UK. Answer the questions.

On the night of 7 December 1703, the United Kingdom was visited by an extreme weather event. Following weeks of wind and rain, a storm blew through the country at midnight, from the Welsh coasts to the Midlands and the south of England, hitting the cities of Bristol and London in particular. The storm also hit continental Europe, causing severe damage in the Netherlands, Denmark and Germany. Seven hundred ships were damaged or destroyed. Over 6,000 men died at sea. The impact was especially heavy because it hit the south of England, with its populated cities and busy ports. The storm blew the rooftops off, which broke windows in their paths. The destructive wind killed people in their homes as they slept. It blew fish out of the ponds and onto the banks in London’s St James’s Park, beat birds to the ground and swept farm animals away to their deaths. About 4,000 oak trees were uprooted in the New Forest. Pieces of wood and metal flew through the streets. The wind lifted a man into the air and over a hedge. A cow was blown into the high branches of a tree. Lightning caused fires in Whitehall and Greenwich. From the hours of five in the morning until half past six, the storm roared at its strongest. It is thought between 8,000 and 15,000 people in total were killed.

From *bbcearth.com*

Unit 8. Means of communication

Unit 9. School matters

1 Listen to the tips on how to cope with stress at school. Number the tips in the order they are mentioned.

Moderate amounts of pressure can push us to success. But when the pressure gets too much for us to deal with, we start to feel stressed. Luckily, there are lots of tools you can reach for when you start to feel stressed.

Having someone you can rely on is one of the most effective ways of beating stress. Friends can advise, or just listen. Even if you’re not talking about your troubles, friends keep you feeling strong and connected at a time when you might be feeling a bit on your own – and you can do the same for them.

Physical activity has been shown to reduce stress and depression. You need to get about 150 minutes of exercise every week. It doesn’t have to be a sport – you could walk, run, swim or even do some gardening – the more varied, the better.

If you don’t already, find something you enjoy doing which is completely different from your school life. Ideally, taking on a creative project or learning a new skill is perfect. Not only will this help take your mind off from what you’re worrying about, it will also give you a sense of purpose and something to aim for.

It’s also really important to take regular breaks throughout the day, and it’s good for your body as well as your mind. Use your breaks to do something unrelated to work, and take at least half an hour off at lunchtime. Breaks also keep you fresh and alert, making you more productive, which will help keep your stress levels down in the long term.

Making sure you have a brain-friendly diet can really help your feelings of wellbeing and help you deal with stress better. Food high in protein, oily fats, vitamins and minerals are good for your mental as well as physical health.

From *successatschool.org*

2 Listen to the second part of the programme. Are the statements true or false?

Make sure you have a brain-friendly diet which can really help your feelings of wellbeing and help you deal with stress better:

- Food high in protein such as eggs, cheese, nuts, fish and lean meat (meat with the fat cut off) contains amino acids, which help keep your thoughts and feelings well regulated.
- The oily fats in things like oily fish, chicken and turkey and nuts (Omega-3) are really good for your brain.
- Drinking lots of water helps you concentrate.
- Fruit and vegetables contain the vitamins and minerals we need for good mental as well as physical health.
- Good news! Chocolate can help you study – kind of. Dark chocolate has a mild effect on increasing blood flow and reducing blood pressure. The magnesium it contains is also a key ingredient for relaxation. But don't just reach for any milk chocolate bar you find – nutritionists recommend you eat chocolate with over 80 per cent cacao content to avoid high sugar levels that are enemies of the goodness.
- What not to eat: Sugary food can increase your stress level and many people choose to cut it out of their diet. The fats in biscuits and cakes are bad for your mood as well as your physical health!

3 Listen to some tips on how to find motivation to study. Complete the sentences.

Finding motivation to study when you're just not in the mood is hard. There are a million and one things that you'd rather be doing with your time, but you know that your exams are soon. So, what to do?

Okay, open your book, pick up your highlighter pen and start reading. Sounds simple, right? The secret to getting ahead is getting started. Break the study materials down into a series of smaller tasks. As you start to complete all of the smaller tasks on your list, you'll start to feel like you're making progress. It does not only make time pass quicker, but also helps you memorise information better. As you start ticking off all those tasks, your motivation for studying will gradually increase as the finish line starts getting closer and closer... until you're done. The Egg Timer Method is one of our favourite ways to get motivated as it's one of the most effective. Once you have all your study materials ready to go, set yourself a specific time period that you will study for without stopping. We recommend setting yourself twenty-minute periods. Next, you need to get your egg timer (or stopwatch, or mobile phone) and set yourself twenty minutes to study. You'll be amazed at how much you can achieve when you're completely focused on one thing for a set amount of time. If this method works for you, then take a 5–10-minute break between each twenty-minute period and before you know it, you'll have spent a whole hour studying.

Your study environment is also very important. We suggest finding a room at home, in a library, a café or at school and removing all possible distractions. If you're at home, turn off the TV and the radio. If you're at school, leave your mobile phone in your bag and don't look at it. If you're in a café or library, choose a seat that faces away from people, so you won't start people-watching while studying.

From *successatschool.org*

4 Listen to the programme about five study hacks. Answer the questions.

For decades, scientists have been researching what is best for our brains. Through experiments with real-life students, they can find out what really works when it comes to passing those exams with flying colours.

Get Chewing

Can't sit still while revising? A study done at Cardiff University has found that chewing gum can improve your ability to concentrate for long periods. People who chewed gum performed much better while doing longer tasks than those who didn't. So why not give it a try next time you revise? Just maybe don't try it in an exam...

Change Your Study Space

Don't just stick to studying in your room or at the library! Changing your study place can actually help you remember things better. In one study, students who memorised a list of words in two different places did

better on tests than those who memorised in one room. By studying the same material in different places, your brain forms different memories of the same thing, which makes it easier to remember!

Go Old School

These days a lot of our note taking is done on our tablets or laptops. But don't hurry to throw handwriting away. Writing down your notes by hand can help your brain understand difficult things. While your computer is fine for simple facts, handwriting can help you remember the bigger questions like "What are the themes of William Shakespeare's Romeo and Juliet?"

Drink a lot of water

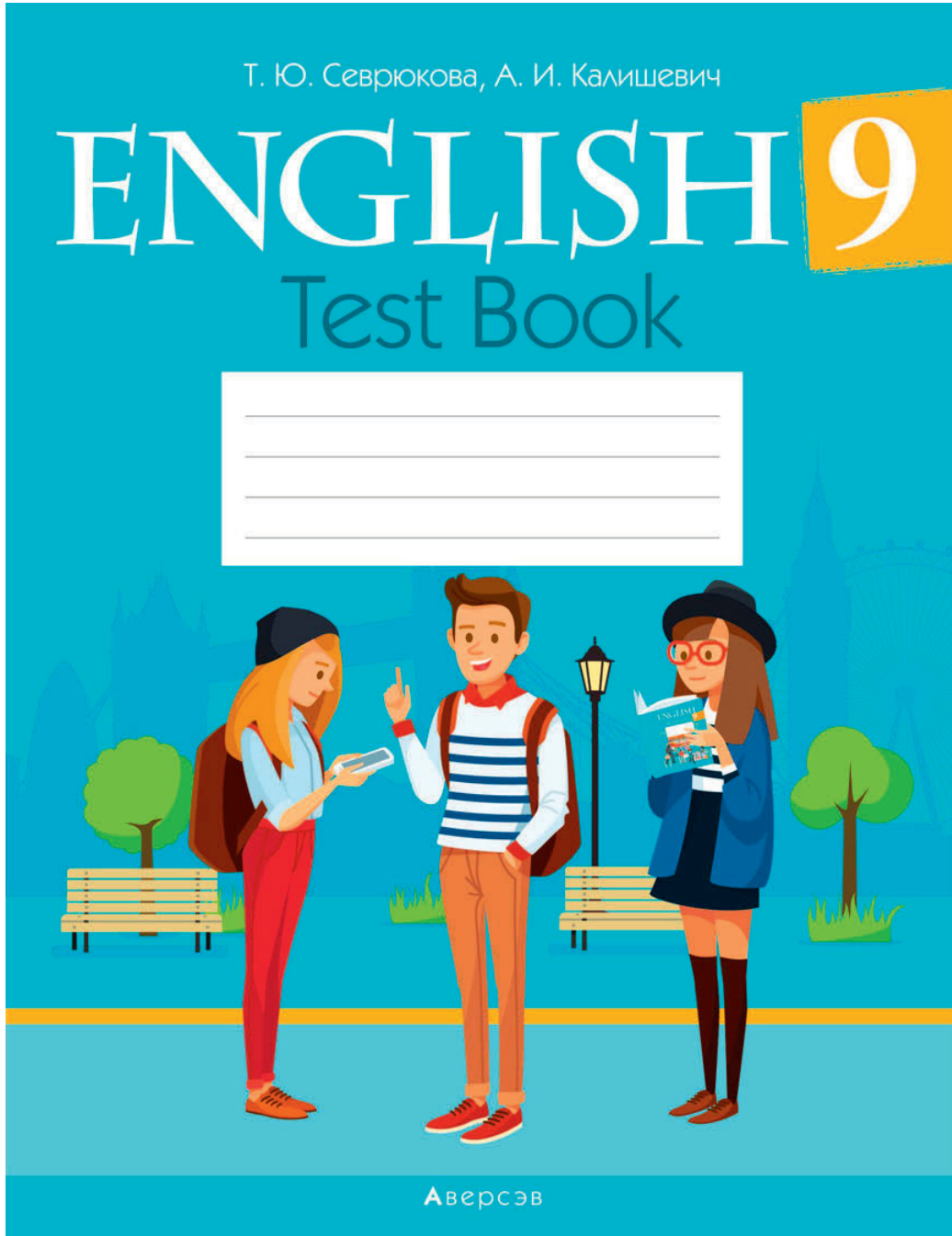
Little water in your body can decrease your ability to perform simple tasks and memorise information. And don't think you drinking tea is a good idea! Water is the best choice. Keep a bottle next to your desk, fill it with water and drink up!

Listen to Some Tunes

You probably know that classical music can help you concentrate. And that's partly true. Music *can* help you focus. But the good news is, it only works with music you like! Researchers have found that people who listen to their favourite music can concentrate for longer periods than those who don't.

From *successatschool.org*

ОТВЕТЫ



Unit 1. Family relationships

1. 2G, 3A, 4E, 5D, 6F, B — extra.
2. 2. extended, 3. support, 4. take, 5. misunderstanding, 6. Respect.
3. 2. late thirties, 3. spending, 4. get on, 5. relatives, 6. charming, close-knit — extra.
4. 2c, 3a, 4a, 5b, 6c.
5. 2. are starting, 3. will be, 4. will have, 5. is happening, 6. am going to take.
6. *Learners' own answers.*

Unit 2. Interpersonal relationships

1. 2B, 3D, 4E, 5A, 6G, C — extra.
2. 2. share, 3. trustworthy, 4. other, 5. yourself, 6. misunderstanding.
3. 2. give me a hand, 3. the cat out of the bag, 4. make up, 5. appreciate, 6. truth, look forward to — extra.
4. 2a, 3b, 4a, 5a, 6c.
5. 2. companionship / company, 3. true, 4. useful, 5. honesty, 6. selfishness.
6. *Learners' own answers.*

Unit 3. A healthy lifestyle

1. 2E, 3B, 4G, 5F, 6A, C — extra.
2. 2. stretch, 3. supply, 4. benefits, 5. artificial, 6. addiction.
3. 2. much, 3. prevents, 4. beans, 5. poultry, 6. contains, decreases — extra.
4. 2b, 3b, 4c, 5a, 6c.
5. 2. the worst, 3. better, 4. the earliest, 5. easily, 6. sooner.
6. *Learners' own answers.*

Unit 4. The world of fashion

1. 2F, 3C, 4A, 5G, 6E, B — extra.
2. 2. smart, 3. accessories, 4. baggy, 5. matches, 6. Put on.
3. 2. ideal, 3. buttoned, 4. cotton, 5. tight, 6. style, matches — extra.
4. 2b, 3a, 4a, 5b, 6a.
5. 2. My dad asks how many sweatshirts a teenage boy needs. 3. My granny tells me not to copy the style of others but find my own. 4. My uncle says that finding the style that is right for me helps explore my personality. 5. My aunt says that my good mood is the best accessory that I can wear. 6. My little sister always asks if she can use my make-up.
6. *Learners' own answers.*

Unit 5. Weather

1. 2A, 3G, 4B, 5E, 6D, C — extra.
2. 2. occurs, 3. surface, 4. humid, 5. Precipitation, 6. sleet.
3. 2. under the weather, 3. fair weather friend, 4. weather the storm, 5. leaves (be) cold, 6. (very) warm welcome.
4. 2. is measured, 3. was built, 4. were invented, 5. are used, 6. will be equipped.
5. 2a, 3c, 4b, 5c, 6a.
6. *Suggested answer:* In many parts of Belarus the day will start with cloudy and rainy weather in the morning. The east will see a downpour and thunderstorm which will move to the west later in the afternoon. In the evening the day will become fresh in the west. The average day temperatures in the country will range from 15 to 20 degrees. In Minsk the temperature will fall to 15 degrees. On the whole, it will be a wet but warm day. Don't forget your raincoats and umbrellas, stay healthy and happy, and have a good day!

Unit 6. Climate

1. 2G, 3A, 4F, 5D, 6C, E — extra.
2. 2. swept, 3. injured, 4. suffered, 5. damaged, 6. destroyed.
3. 2. natural, 3. warning, 4. disruption, 5. deaths, 6. injuries.

4. 2. may / might / could, 3. should, 4. must, 5. can't, 6. may / might / could.

5. 2b, 3a, 4a, 5c, 6b.

6. *Suggested answer:* The UK is an island country, and its climate is influenced by the Atlantic Ocean. It has cool, wet winters and warm, wet summers. The country has a temperate maritime climate. This means that it is humid and changeable. It is also mild with temperatures ranging from 0 to 10 °C in winter and from 20 to 30 °C in summer. July and August are normally the warmest months. The climate in the west of Britain is influenced by the Gulf Stream. It is a warm sea current that makes the climate warmer and frosts are rare in these areas.

Unit 7. Leisure time

1. 2G, 3A, 4F, 5C, 6D, E — extra.

2. 2. discount, 3. exhibits, 4. photography, 5. design, 6. knitting.

3. 1. a, for; 2. The, the; 3. to, to; 4. —, of; 5. to, out.

4. 2. visit, 3. Painting, 4. having, 5. taking, 6. to join.

5. 2. have you been doing, 3. have joined, 4. are preparing, 5. did you join, 6. not try / don't you try.

6. *Learners' own answers.*

Unit 8. Means of communication

1. 2D, 3A, 4G, 5F, 6B, E — extra.

2. 2. available, 3. technology, 4. network, 5. landline, 6. remote.

3. 2. the; 3. —, the; 4. —; 5. the; 6. an, the; 7. The, a, the.

4. 2. whose, 3. who, 4. When, 5. which / that, 6. which / that.

5. 2D. Gates had a very close relationship with his mother, Mary, who dedicated most of her life to children and charity. 3C. Gates wrote his first computer programme when he was 13. 4E. Bill Gates and Paul Allen, who started Microsoft, had a vision of “a computer on every desktop and in every home”. / When Bill Gates and Paul Allen started Microsoft, they had a vision of “a computer on every desktop and in every home”. 5A. Bill teamed up with Roger Federer in the Match for Africa, a charity tennis match which raised money for the Roger Federer Foundation. 6B. In 2021 Bill published his book *How to Avoid a Climate Disaster* in which he presented a plan to prevent the worst impact of climate change.

6. *Learners' own answers.*

Unit 9. School matters

1. 2G, 3F, 4A, 5B, 6C, E — extra.

2. 2. roses, crack; 3. struggle; 4. bullied; 5. oversleep.

3. 2. learnt, when; 3. sitting, so; 4. for, Nevertheless; 5. Since, failed; 6. teach, learn.

4. 2. making, 3. do, 4. did, 5. made, 6. do.

5. 2. am preparing / am going to prepare, 3. will be, 4. will need, 5. are playing, 6. does the match start.

6. *Suggested answer:* She oughtn't to have spent three hours chatting on the phone. She should have finished her Literature project in the evening. She shouldn't have gone to bed until she finished the project. She ought to have set the alarm clock. Jane shouldn't have lied to her mum.

LISTENING

Unit 1. Family relationships / Unit 2. Interpersonal relationships

1. 1C, 2E, 3F, 4D, 5A, B — extra.
2. 1T, 2F, 3F, 4F, 5T.
3. 1b, 2a, 3a, 4b, 5c.
4. 1. Relationships between individuals / people on a personal level. 2. A modern man / We can achieve better results / succeed if / when we work together (on common goals). 3. Because it helps a person / humans / people succeed. 4. This need is built-in in our / human brain. / We / people / babies have it when we / they are born. 5. We should be attentive to what is going on between us and the people who are close to us / our friends and relatives. / We should talk about the misunderstanding. / We should listen to each other. / We should be honest and supportive.

Unit 3. A healthy lifestyle / Unit 4. The world of fashion

1. 1D, 2B, 3C, 4F, 5E, A — extra.
2. 1T, 2F, 3F, 4T, 5T.
3. 1. friends, 2. be cool, 3. drunk alcohol, 4. decreasing, 5. easier.
4. 1. Get a pair of glasses that suit / goes well with / is ideal for your face. 2. Oval. 3. With both hands. 4. To see better (and to look cool). 5. Don't get angry (just keep cool and be glad that now you can see better what is around and what some people are like).

Unit 5. Weather / Unit 6. Climate / Unit 7. Leisure time

1. 1F; 2B, D; 3A, C; 4B, D; 5E.
2. 1a, 2b, 3b, 4c, 5c.
3. 1. water vapour, 2. develop into a massive storm, 3. Hurricanes and rainstorms, 4. pick up more water (due to global warming), 5. the impact of climate change.
4. 1. On the Welsh coasts / In Wales. 2. Because it hit the south of England, with its populated cities and busy ports. 3. About 4,000. 4. From (the hours of) five in the morning until half past six. 5. *Suggested answer:* It blew fish out of the ponds and onto the banks in London's St James's Park, beat birds to the ground and swept farm animals away to their deaths. A cow was blown into the high branches of a tree.

Unit 8. Means of communication / Unit 9. School matters

1. 1B, 2E, 3F, 4A, 5C, D — extra.
2. 1F, 2T, 3F, 4T, 5F.
3. *Suggested answer:* 1. open your book (pick up your highlighter pen and start reading) / get started, 2. making progress, 3. effective ways to get motivated, 4. twenty minutes to study, 5. in your bag and don't look at it.
4. *Suggested answer:* 1. People who chewed gum performed much better while doing longer tasks than those who didn't. 2. It forms different memories of the same thing (which makes it easier to remember). 3. For simple facts. 4. To increase your ability to perform simple tasks and memorise information. 5. Music you like. / Your favourite music.

READING

Unit 1. Family relationships / Unit 2. Interpersonal relationships

- 1A, 2D, 3F, 4C, 5B, E — extra.
- 1F, 2F, 3T, 4T, 5F.
1. 48 % (of American teens and their parents) say the Internet improves the teens' relationships with friends. 2. No, they don't. 61 % of boys and 52 % of girls say (that) they have made at least one friend online. 3. Often, before teens agree to meet their new friends, they talk with them on the phone or by video chat, and when they meet, they often meet in the company of other friends. 4. They think (that) the online world could be dangerous for their children. 5. Because they are mine. / They belong only to me. / People can find me online by my IDs.
1. 48 % (of American teenagers) say (that) the Internet improves their relationship with friends, and 32 % say Internet tools help them make new friends. 2. (American) boys often make friends through online gaming. 3. To check their identity. / To see if they are real. / To make sure they are not dangerous. 4. Because they worry about their children's safety. / Because many parents fear that the online world could be dangerous for their children. 5. To manage their communications and the information that comes to them.

Unit 3. A healthy lifestyle / Unit 4. The world of fashion

- 1E, 2D, 3B, 4C, 5F, A — extra.
- 1T, 2F, 3F, 4T, 5T.
1. Michelle Obama (the First Lady of the USA in 2009—2017). 2. There are fewer chances for them to grow up healthy. / They become unhealthy. 3. They introduced / organised family days with fun activities for the kids and neighbourhoods all across the country. 4. Their / The goal was to reach one million Americans to take the PALA. 5. Their / The goal is a future where kids are having fun, feeling better about themselves, and on the road to be healthy adults.
1. Because children wanted / liked to run around outside. 2. Because (more and more) kids aren't moving and they're not active. 3. In an 8-week challenge, they do physical activity every day: kids do it for an hour and adults for 30 minutes (*in learners' own words*). 4. Because if children say these two words more often, they will move around more often (*in learners' own words*). 5. Because then they will be healthier.

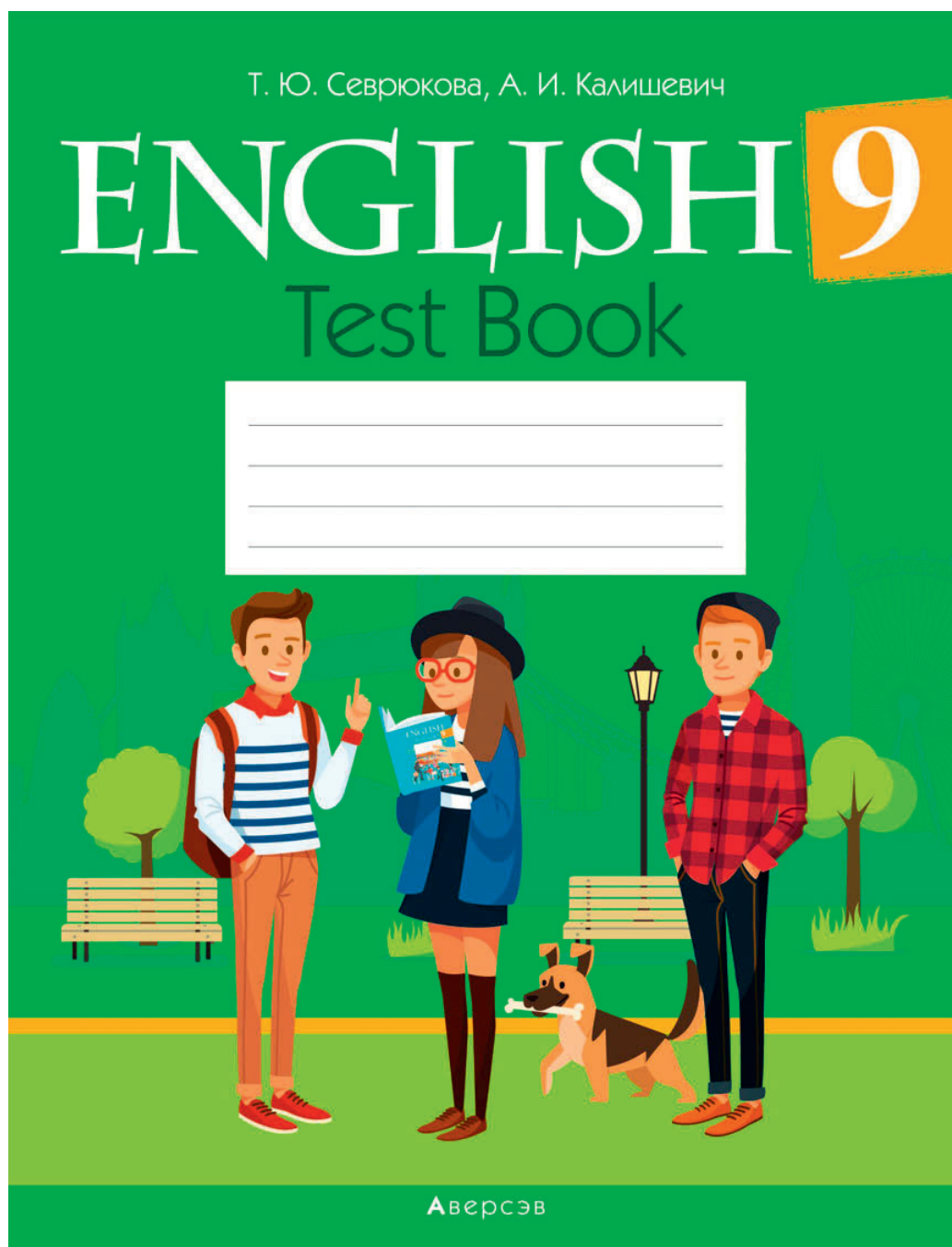
Unit 5. Weather / Unit 6. Climate / Unit 7. Leisure time

1. Chira, 2. Adrian and Chira, 3. Dina, 4. Ayesha, 5. Carmen.
- 1F, 2T, 3F, 4F, 5T.
1. They hung out in the mall. 2. She texts messages. 3. She is watching cartoons. 4. To perform for an audience with her R&B band. 5. She advises teens to adapt to lockdown and work through any barrier.
- Suggested answers:* 1. Adrian dances and paints. Ayesha has a blog. Chira is writing a novel. Carmen is part of the R&B band. 2. Carmen and her friends like to be there for one another, support each other, motivate each other. 3. She is bored because all the after-school activities are closed. 4. They don't hang out with their friends because they don't want to risk their lives and the lives of their families. 5. They can't do things they usually do. They need face-to-face communication. They feel lonely and bored at home.

Unit 8. Means of communication / Unit 9. School matters

- 1F, 2B, 3A, 4D, 5E, C — extra.
- 1F, 2T, 3F, 4F, 5T.
- Suggested answer:* 1. He answered WhatsApp, Facebook messages and checked out Instagram. 2. To pick up a credit card. 3. He enjoyed reading real books. 4. He wants to learn to enjoy it (boredom). 5. At first, it was really hard. He didn't feel like himself. On Day 4 he didn't feel weird. On Day 6 he felt more comfortable and finally, good. On Day 7 he felt a little bored in the park.
- Suggested answer:* 1. He was sick and tired of staring into his screen all the time. 2. He felt disconnected to everything. 3. All the people were staring at their smartphones or laptops. No one looked at each other. He didn't think it was normal. 4. He focused on just doing more "normal" things. 5. There was not much to look at.

ОТВЕТЫ



Unit 1. Family relationships

1. 2A, 3D, 4B, 5F, 6G, E — extra.
2. 2. nuclear, 3. rely, 4. take, 5. deal, 6. respectful.
3. 2. seventies, 3. parent, 4. strict, 5. foreheads, 6. bald, hazel — extra.
4. 2a, 3b, 4c, 5a, 6b.
5. 2. is arriving, 3. are having, 4. are being, 5. will be, 6. will come.
6. *Learners' own answers.*

Unit 2. Interpersonal relationships

1. 2G, 3A, 4C, 5D, 6B, E — extra.
2. 2. relationship, 3. spend, 4. take, 5. share, 6. make.
3. 2. close, 3. team up, 4. give me a hand, 5. quarrel, 6. appreciates, bear in mind — extra.
4. 2a, 3c, 4b, 5b, 6b.
5. 2. goodness, 3. Dishonesty, 4. truth, 5. companion, 6. selfishness.
6. *Learners' own answers.*

Unit 3. A healthy lifestyle

1. 2C, 3F, 4D, 5A, 6G, E — extra.
2. 2. relax, 3. flexible, 4. provide, 5. prevent, 6. obesity.
3. 2. poultry, 3. nutrients, 4. contain, 5. protein, 6. providing, fruits — extra.
4. 2c, 3b, 4c, 5b, 6a.
5. 2. the latest, 3. the best, 4. clearly, 5. earliest, 6. late.
6. *Learners' own answers.*

Unit 4. The world of fashion

1. 2F, 3C, 4E, 5A, 6B, G — extra.
2. 2. casual, 3. footwear, 4. loose, 5. suits, 6. Take off.
3. 2. zips, 3. perfect, 4. woolen, 5. cotton, 6. go well, match — extra.
4. 2c, 3c, 4a, 5b, 6c.
5. 2. My dad asks how many skirts are enough for a teenage girl. 3. My granny tells me to choose well what I put on. 4. My uncle says (that) my smile is the best accessory that I can wear. 5. My aunt tells me not to be shy to express myself. 6. My big sister always asks if I have used her make-up again.
6. *Learners' own answers.*

Unit 5. Weather

1. 2G, 3A, 4F, 5D, 6C, E — extra.
2. 2. atmosphere, 3. occurs, 4. influenced, 5. pressure, 6. humidity.
3. 2. weather the storm, 3. (very) warm welcome, 4. leave (anyone) cold, 5. under the weather, 6. fair weather friend.
4. 2. were used, 3. were invented, 4. is measured, 5. is orbited, 6. will be sent.
5. 2c, 3b, 4a, 5b, 6c.
6. *Suggested answer:* In many parts of the UK the day will start with cloudy and windy weather in the morning. The north will see a snowstorm which will move to the south later in the afternoon. In the evening the day will get dry and cool in the south-west. The average day temperatures in the country will range from -2 to +7 degrees. In London the temperature will fall to 2 degrees. On the whole, it will be a cool windy day. Put on warm clothes and remember: there's no bad weather, there are bad clothes!

Unit 6. Climate

1. 2E, 3G, 4A, 5D, 6C, B — extra.
2. 2. impact, 3. suffered, 4. lack, 5. disrupted, 6. caused.
3. 2. location, 3. humidity, 4. disastrous, 5. destruction, 6. deaths.

4. 2. should, 3. can't, 4. must, 5. may / might / could, 6. can't.

5. 2a, 3b, 4a, 5c, 6c.

6. *Suggested answer:* Belarus has a humid continental climate with four seasons and a sharp contrast between severe winters and warm summers. Average monthly temperatures range from -6°C in January to 18°C in summer. The climate is influenced by the country's inland location and flat landscape. Belarus has hot summers and long, cold snowy winters. The summer is mostly sunny and dry but local thunderstorms and floods are quite common. Spring and autumn can be humid and rainy. The winter can be severe sometimes, with strong winds and snowstorms. However, in some years the winters are mild with temperatures about zero.

Unit 7. Leisure time

1. 2B, 3A, 4E, 5F, 6C, D — extra.

2. 2. exhibition, 3. embroidery, 4. sewing, 5. scuba diving, 6. aerobics.

3. 1. with, in; 2. On, —; 3. The, of; 4. a, to; 5. out, per / a.

4. 2. visit, 3. diving, 4. to look, 5. join, 6. dancing.

5. 2. have you been, 3. opened, 4. have been working, 5. didn't know, 6. are you doing.

6. *Learners' own answers.*

Unit 8. Means of communication

1. 2C, 3G, 4E, 5D, 6F, A — extra.

2. 2. available, 3. reliable, 4. interrupted, 5. option, 6. receive.

3. 2. —, —, —; 3. The, a; 4. an, a; 5. the; 6. The, —.

4. 2. whose, 3. which / that, 4. where, 5. who, 6. which / that.

5. 2E. Apple's revolutionary products, which include the iPod, iPhone and iPad, are dictating the evolution of modern technology. 3B. Steven Paul Jobs, who was the co-founder, chief executive and chairman of Apple Computer, was an American inventor, designer and business magnate. 4G. Apple Computers, Inc. was founded on April 1, 1976, by college dropouts Steve Jobs and Steve Wozniak who wanted a computer that was user-friendly. 5C. Laurene Powell Jobs met Apple founder Steve Jobs when she was a 25-year-old student at Stanford Graduate School of Business. 6A. In 2015 Laurene Powell Jobs launched College Track, a college completion program which helps students to graduate from college.

6. *Learners' own answers.*

Unit 9. School matters

1. 2F, 3C, 4D, 5G, 6E, B — extra.

2. 2. bullies; 3. fitted; 4. dead, piece; 5. child's.

3. 2. taught, so; 3. Since, taking; 4. passed, for; 5. know, learn; 6. study, Furthermore.

4. 2. make, 3. doing, 4. made / have made, 5. make, 6. to do.

5. 2. are playing, 3. am going to stay, 4. will help, 5. begins, 6. will come.

6. *Suggested answer:* He oughtn't to have given them all his pocket money. He should have told someone about his problem. He ought to have tried to solve it. He shouldn't have shouted at his mum. He shouldn't have missed school.

LISTENING

Unit 1. Family relationships / Unit 2. Interpersonal relationships

- 1E, 2C, 3A, 4B, 5F, D – extra.
- 1F, 2T, 3T, 4T, 5T.
- 1c, 2a, 3c, 4a, 5a.
1. Relationships between groups of people and even nations / countries. 2. Those who could work together / They were able to deal with environmental challenges and wars. 3. Because it helps a man / humans / people succeed. 4. They feel safe. / They learn better. / They are more creative. / They are more open-hearted. / They are happier and healthier individuals. 5. It can ruin the relationship. / It can result in a break-up.

Unit 3. A healthy lifestyle / Unit 4. The world of fashion

- 1B, 2D, 3E, 4A, 5C, F – extra.
- 1F, 2F, 3F, 4T, 5F.
1. exciting / challenging / not easy, 2. cool, 3. 19, 4. eating habits, 5. safer.
1. Get a pair of glasses that suit / goes well with / is ideal for your face. 2. Square. 3. So that the glasses don't break (or scratch). 4. To see better (and to look cool). 5. Don't get angry (just keep cool and be glad that now you can see better what is around and what some people are like).

Unit 5. Weather / Unit 6. Climate / Unit 7. Leisure time

- 1D; 2A, F; 3B; 4A, F; 5E, C.
- 1a, 2b, 3b, 4a, 5c.
1. warmer; 2. hurricanes, storms, and pouring rain; 3. The increasing power; 4. a slow rise; 5. (just) getting a bit warmer.
1. At midnight. 2. The UK, the Netherlands, Denmark and Germany. 3. Lightning. 4. Between 8,000 and 15,000. 5. *Suggested answer:* The wind lifted a man into the air and over a hedge. A cow was blown into the high branches of a tree. The storm blew the rooftops, which broke windows in their paths. The destructive wind killed people in their homes as they slept.

Unit 8. Means of communication / Unit 9. School matters

- 1C, 2B, 3A, 4F, 5E, D – extra.
- 1F, 2T, 3T, 4F, 5T.
- Suggested answer:* 1. a series of smaller tasks, 2. memorise information better, 3. without stopping, 4. each twenty-minute period, 5. faces away from people.
- Suggested answer:* 1. It can improve your ability to concentrate for long periods. 2. It proved that changing your study place can actually help you remember things better. 3. It can help your brain understand difficult things. 4. A bottle of water. 5. Because it only works with music you like!

READING

Unit 1. Family relationships / Unit 2. Interpersonal relationships

1. 1E, 2D, 3B, 4C, 5F, A — extra.

2. 1T, 2F, 3T, 4F, 5T.

3. 1. 32 % (of American teenagers) say (that) Internet tools help them make new friends. 2. Yes, they do. 61 % of boys and 52 % of girls say they have made at least one friend online. 3. They check the identity of their online friends. / Often, before teens agree to meet their new friends, they talk with them on the phone or by video chat, and when they meet, they often meet in the company of other friends. 4. 61 % of parents say they have limits on their children's use of the Internet. Also, many parents fear that the online world could be dangerous for their children. 5. An email address and a screen name.

4. 1. 64 % of online teens say that the Internet takes away from the time they spend with their families. 2. Girls usually meet new friends through social media. 3. To check their identity. / To see if they are real. / To make sure they are not dangerous. 4. Because they worry about their children's safety. / Because many parents fear that the online world could be dangerous for their children. 5. They use it when they do not want their online friends to know they are online.

Unit 3. A healthy lifestyle / Unit 4. The world of fashion

1. 1B, 2F, 3E, 4D, 5C, A — extra.

2. 1F, 2F, 3F, 4T, 5T.

3. 1. Michelle Obama (First Lady of the USA in 2009–2017). 2. When kids aren't moving, when they're not active. 3. More than 3,500 schools. 4. All over the country, from schools to local parks, to our greatest national parks. 5. Their / The goal is a future where kids are having fun, feeling better about themselves, and on the road to be healthy adults.

4. 1. Because they are designed to attract kids' attention. / Because they compete for children's free time. 2. Because they become unhealthy / unhealthier. 3. In an 8-week challenge, they do physical activity every day: kids do it for an hour and adults for 30 minutes (*in learners' own words*). 4. Because if children say these two words more often, they will move around more often (*in learners' own words*). 5. Because it means that children want to move around outside and it's good for them (*in learners' own words*).

Unit 5. Weather / Unit 6. Climate / Unit 7. Leisure time

1. 1. Ayesha and Chira, 2. Carmen, 3. Dina, 4. Adrian, 5. Ayesha.

2. 1T, 2F, 3F, 4F, 5T.

3. 1. He hates that they can't play and practise basketball. 2. She thinks she watches too much TV. 3. She is excited to get back together with her R&B band and perform for an audience. 4. Face-to-face communication. 5. Adrian dances and paints. Ayesha has a blog. Chira is writing a novel. Carmen is part of the R&B band.

4. *Suggested answers:* 1. She tries to find a way to make it better. She likes trying new things. 2. They do everything together. 3. She goes to Philanthropy club and helps people in need in her community. 4. She doesn't hang out with her friends because she doesn't want them and their families to get ill. 5. They can't do things they usually do. They need face-to-face communication. They feel lonely and bored at home.

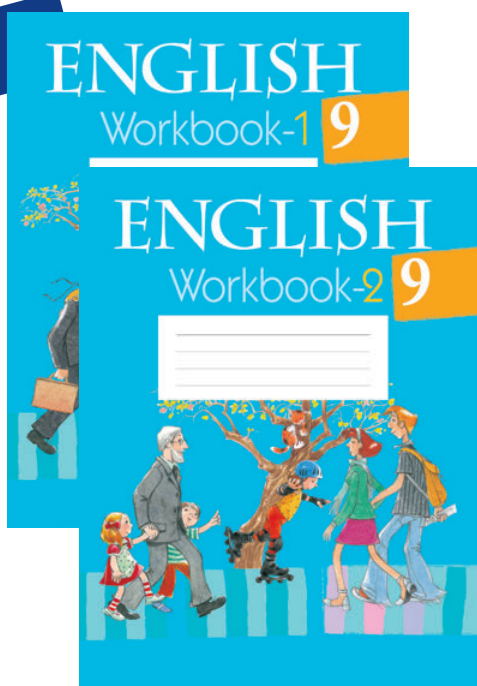
Unit 8. Means of communication / Unit 9. School matters

1. 1E, 2D, 3C, 4A, 5F, B — extra.

2. 1T, 2T, 3F, 4F, 5F.

3. *Suggested answer:* 1. He was addicted to his smartphone. / He was staring into his screen all the time. 2. He couldn't do things he usually did. He felt disconnected to everything. 3. On Day 6. 4. He felt a little bored. 5. He has started to spend more time with his family, to read books. He has learnt to create space in his head to think and notice things he didn't notice normally.

4. *Suggested answer:* 1. He picked it up when a friend opposite him at lunch got a call on their smartphone. 2. He was bored. 3. Because he created space in his head to think and noticed things he didn't notice normally. 4. He hasn't read books for many years, and he has missed it. It is different from reading online articles and blogs. 5. He doesn't want to feel like he's missing out on something. He wants to be present.

**Английский язык. 9 класс.
Рабочая тетрадь-1**

3-е издание

**Английский язык. 9 класс.
Рабочая тетрадь-2**

3-е издание

Рабочие тетради (авторы *Л. М. Латицкая, Н. В. Демченко, А. В. Волков, А. И. Калишевич, Т. Ю. Севрюкова, Н. В. Юхнель*) дополняют учебное пособие и содержат упражнения, способствующие развитию устойчивых навыков чтения и письма, а также активизации грамматических структур в устной и письменной речи.

*Рекомендовано
Научно-методическим учреждением
«Национальный институт образования»
Министерства образования
Республики Беларусь*

**Английский язык. 9 класс.
Тетрадь по грамматике***Т. Ю. Севрюкова, Э. В. Бушуева, Н. В. Юхнель*

Тетрадь дополняет учебное пособие и соответствует программе. Задания помогут девятиклассникам усвоить основные грамматические структуры и научиться правильно употреблять их в речи.

**Q** Аверсэв. Иностранные языки

Присоединяйтесь к нашей группе по иностранным языкам «ВКонтакте»!
Новинки издательства, акции, розыгрыши книг.