



English

**Student's
Book**

9



CD-ROM inside

Part 1

Английский язык / Англійская мова

Учебное пособие для 9 класса гимназий
с белорусским и русским
языками обучения

С электронным приложением

В 2 частях
Часть 1

*Допущено Министерством образования
Республики Беларусь*



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А64

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Unit 1. RELATIVES

Lesson 1. THE WISDOM OF ANCESTORS

Communicative area: discussing, agreeing, disagreeing
Active vocabulary: ancestor, stranger, support, trust

1. a) 🎧 Read and listen to a poem. Say why family is important.

My Ancestors On the Wall



My ancestors
Hang from the living room walls
Watching us, guiding us
Catching us if we fall.
We are surrounded by love
By history and memories
Whenever I feel alone
I look up and see my family.

b) What do you know about your ancestors? Where are they from? Where/How did they live? What did they do? Do you have anything in common?

2. 🎧 Listen to teens talking about families. What question are they answering?



Rick



Kim



Celia



Carson



Addis



Alex

3. a) Read what teens have said about families. Who do you agree with? Is there an opinion you disagree with?

Rick. Well. Family is our nature. Children are born into families, surrounded by people who love them and care about them. If a baby were born into a world of **strangers**, it just would not **survive**.

Kim. Friends come and go, but your family is always **there** for you because you are tied by blood. Moreover, if you want to know who you really are, you have to find out about your **ancestors**, their life and family history.

Celia. Family is where children learn more than in school. In school, we get a lot of information. At home, family teaches children about **emotions**, habits, discipline which helps them to live a better life in future.

Carson. Family is your **support** system, not just during childhood but also throughout life. They love and understand you no matter what you do, they know what you've been through in your life, and they can always support you. **Family stay with you in any situation.**

Addis. Your family is your circle of **trust**, that can protect you from all the problems in the world. If there's a bully at school or your peers try to make you do something bad, it's your family that you can always **turn to**. Because your family are happy when you are happy.

Alex. Your family is your home. Wherever you go, you always know that you have a place to go back to. That means that

you are never alone in the world, and always have somewhere to go and someone will be happy to see you.

b) Find the words in the text that mean:

1) strong feelings; 2) to offer help or advice, be behind; 3) to provide help or comfort to someone in a time of difficulty; 4) to believe, to be confident; 5) to go and talk if you need help; 6) to stay alive; 7) people you do not know; 8) someone from your family who lived before you were born.

4. a) Fill in the gaps in the questions below.

1. Where can you find more information about your ...?
2. Who can you ... to if you are in trouble?
3. Who is in your circle of ...?
4. Is it easy for you to talk to a ... in the street?
5. What is your ... system like?

b) Discuss the questions in pairs. Report to the class.

5. Read the sayings. Choose the one you like and explain why.



You can:

explain how you understand it;

why you like or dislike it;

say if you believe it's true or not.

Lesson 2. RELATIVES

Communicative area: speaking about family relations

Active vocabulary: alike, couple, divorced, engaged, fiancé, fiancée, husband, in-law, relatives, siblings, stepfather, wife; ex-

1. Discuss in pairs.

1. What is the difference between the words “mother”, “mummy” and “mum / mom”? When do you use the word “mother”?
2. What words do you use for “mum” in your language?
3. What are the informal words for “father”, “grandmother”, “grandfather” and “aunt”?

2. a) Divide the words below into groups: male, female, plural (if possible).

husband, niece, ex-wife, brother, father-in-law, girlfriend, grandson, cousin, great-grandparents, mum, wife, fiancé, dad, nanny / granny, grandchildren, ex-husband, grandad, cousin,



fiancé

fiancée

engaged couple





siblings

fiancée, stepmother, daughter, parents, siblings, grandparents, cousins, nephew, children, parents-in-law, aunt, uncle, step father, boyfriend, son, granddaughter, great-grandfather, couple, married couple, sister, engaged couple, mother-in-law, great-grandmother, step parents, divorced

b) Listen, check and repeat.

3. Complete the sentences below.

1. Your aunt's daughter is your.... 2. Your granddad's... is your great-grandmother. 3. Your mum's new ... is your stepfather. 4. People that are not married any more are.... 5. His wife's dad is his.... 6. People that are planning to get married are a... and a.... 7. All brothers and sisters are.... 8. The man a woman was married to is her....

4. a) Fill in the gaps in the sentences below with the words in the box:

sister-in-law divorced siblings stepfather couple
engaged married relatives family

1. My aunt was... 2 times to 2 different fiancés before she married my uncle. 2. My big brother got... last summer and now I've got a... who is my perfect best friend. 3. I've got two brothers and a sister, but my problem is that my... are both smarter and more good-looking than I am. 4. My sister's ex-

husband, whom she... more than 11 years ago is a close friend of our family. 5. I call my... Dad and feel closer to him than I do with my real dad who has a new... and a new life. 6. My... keep saying that my brother and his girlfriend make a beautiful....

b) Are any of the statements in ex. 4a true for your family?

c) Write one sentence to share your family story.

5. a)  Listen to Clair talking about her family. Then talk about her family using the prompts below.

1. Her family is... **large/quite traditional/very unusual/...** 2. She's got... **many relatives/just a mum and a dad/7 siblings/...** 3. She's a really good friend with... **my cousin/granddad/stepmum/...** 4. Her parents are... **divorced/have been married for 20 years/aren't married....** 5. She often visits her... **brother's family/great-grandparents/dad's new family....** 6. She feels... **lucky/unlucky/great** to have such a(n)... **wonderful/big/unusual** family because....

b) Use the prompts to talk about your family.

6. Do you like comics? Discuss why you like or dislike them.

This is our daughter, my son from my first marriage, John's daughter from his second marriage, and I've no idea who the one on the end is.

"His name is James Tom Dave Jon Lee Robert Glenn Joseph Tony. We didn't want to hurt any relatives' feelings by not naming him after them."



Lesson 3. TYPES OF FAMILIES

Communicative area: guessing

Active vocabulary: adopted, extended family, nuclear family, single-parent family

Active grammar: collective nouns, present tenses revision

1. a) Which of the statements below are grammatically correct?

a) The whole family was at the table. b) The whole family were at the table. c) My family gets together once a year. d) My family get together once a year.

b) Read the information below and check yourselves.

Collective nouns

Collective nouns, like **family**, **team**, or **police**, refer to groups of people or things.

In British English we can use them either as singular nouns or as plural nouns.

Sometimes we think of the group as a single thing:

E.g. The group consists of two men and three women.

Sometimes we think of the group as several individuals:

E.g. The largest group are the boys.

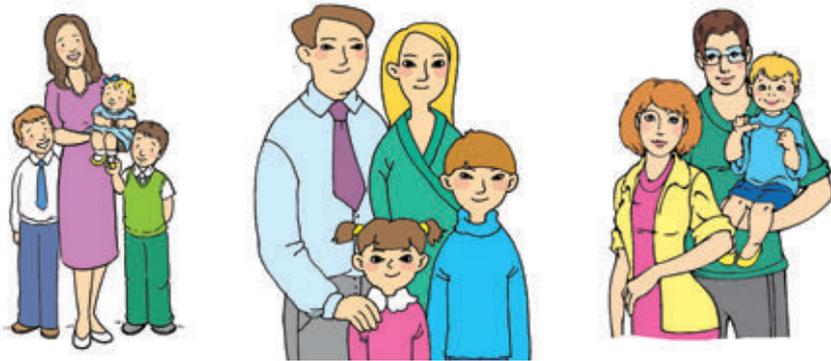
There are a few collective nouns that are **always** used with a plural verb, the most common of which are **police** and **people**:

E.g. The police have helped us get home. Kind people are my kind of people.

c) Would you use plural or singular in the following sentences?

1. My family **is** / **are** full of love and support. 2. My family **has** / **have been** dog people. 3. My family **is** / **are** always there for me. 4. My family **has** / **have** a terraced house in Kent. 5. My family **lives** / **live** in California.

2. a) Look at the pictures below and caption them.



b) Work out the definitions in pairs. What is a nuclear family, an extended family, a single-parent family, an adopted child?

3. a) 🎧 Listen to Emma, Jacob and Oliver talking about unusual families. What is unusual about them? Whose families are in the pictures?





b)  Listen again. What families are the following statements about?

1. The in-laws in this family have never spoken to each other. 2. One may think these people do not know each other very well. 3. This family have been decorating their house in a unique way for many years. 4. They've adopted kids. 5. This is a single-parent family. 6. Their holidays are crowded. 7. They are talking about extended family. 8. They live and hunt in Alaska. 9. The parents aren't divorced.

4. a) Work in pairs. Which statements in ex. 3b are in the Present Simple, the Present Continuous, the Present Perfect, the Present Perfect Continuous, the Present Simple Passive tenses?

b) Which tense is used to talk about something that:

1) someone else, not the subject, does? 2) started in the past is going on for quite a long time? 3) is now in progress? 4) we see the result from now? 5) happens regularly?

c) Draw time line schemes for the present tenses on the board.

5. Complete the sentences below with the verbs in the right tense.

1. Sierra, my step-sister (engage). 2. My friend still (follow) me on Instagram. 3. Sarah and Joe (live) together for four years. 4. My siblings and me (not talk) very often. 5. I know loads of parents who (break up) and remain friendly.

6. Use different present tenses to write 5 true or false sentences about your family. Can your groupmates guess which ones are false?

Lesson 4. RELATIONSHIPS IN THE PAST

Communicative area: talking about family relationship in the past, retelling

Active vocabulary: adoption, dating, engagement, marriage, mutual, relationship, senior, wedding

1. a) Reorder the relationship stages and choose the odd one out



marriage



wedding



dating



divorce



engagement

b) Discuss the questions below in pairs.

1. What are the dating traditions in Belarus? Have you been on a date? Where did you go?
2. What are the engagement traditions? Are they strict in Belarus?
3. Have you ever been to a wedding party? Did you have fun?
4. Why do you think people divorce?
5. What makes a happy marriage?

2. a) You are going to read about traditional Belarusian family. Look at the glossary and predict if the sentences below are true.

senior = older, having a higher position
mutual = shared by two or more; common

1. The senior in a Belarusian family has traditionally been a woman. 2. Mutual love did not matter, parents chose you a partner. 3. A traditional family could include up to 50 people.

4. Adoption into a family is quite a new tradition in Belarus.
5. To marry well a girl had to be good-looking and have a likable personality.

b) Read and check your predictions.



Belarusian family traditions are quite ancient. The traditional Belarusian household included the father and all his sons living on one piece of land. Each married son had his own hut, but the land, animals, and tools were owned by the family. The family also worked and ate

together. Such extended family could include as many as fifty members. Interestingly, the family's head was not always the natural father or grandfather and the extended family often included distant relatives or even strangers who were sometimes adopted as family members.

Usually, the father was the family's head and after his death any of his sons (usually the oldest), or his brother, or even a stranger, could take up his position in the family. The senior always directed the work of the men, while his wife took care of the women's activities.

Marriage in Belarus has always been based on mutual feelings between the young couple, but traditionally both families also had to find agreement. Several times a year there were public celebrations in a larger village or town, where daughters of the families could meet young men. One of the oldest wedding traditions was that the oldest daughter was married first, followed by the next oldest and so forth. If a younger sister married before her older sister it was a great shame for everyone in the family.

The young couple had to live with the husband's family. Both the husband and the wife had to work for the family. To marry well a young woman had to be a good field worker and housekeeper. Personal beauty and money were of secondary importance. The wedding was celebrated in both houses and usually organized and paid for by fathers. Divorce was also possible by mutual agreement.

c) Read the article again. Discuss in pairs how the relationships between family members have changed.

E.g. The traditional Belarusian household included the father and all his sons living on one piece of land. Today most households include just a nuclear family that may be a single-parent family, often one elderly relative living with them.

d) Why have some traditions survived and the others changed so much?

3. a) Put the “why?” questions to the facts below and write them down.

1. All sons lived on one piece of land.
2. Families welcomed strangers in their household.
3. A family needed a senior couple.
4. It was a shame if a younger sister got married before the older one.
5. Money and beauty were not so important for the wife.

b) Discuss the questions in small groups. Write down your ideas.

c) Discuss the questions as a class. Compare your ideas.

4. a) Find the odd one out.

single – ex – every – date
wife – fiancée – niece – man
relation – quotation – adoption – generation
ancestors – parents – in-laws – relatives

b) Use the “odd” words to complete the saying. What does it mean?

_____ is a _____ from all his _____.

5. Check your memory. Close your books. Say what you remember about Belarusian family traditions.

Lesson 5. SENIOR CITIZENS

Communicative area: talking about a family member

Active vocabulary: elderly, pass away, supportive, trustworthy

Grammar: Past tenses revision

1. a) Work in pairs. How old, do you think, are

young people: ___ to ___ years old;

middle-aged people: ___ to ___ years old;

elderly people: ___ to ___ years old;

old people: ___ to ___ years old;

long-livers: after ___ years old.

b)  Listen to the piece of news and check your ideas.

c) What age group do your parents, grandparents and great grandparents belong to?

2. a) What words would you use to describe elderly people that you know?

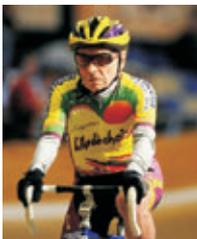
hard-working, rich, emotional, poor, tired, happy, open-minded, trustworthy, lonely, fun-loving, kind-hearted, loud, supportive, risky, serious, nosy, bored, active, exhausted, traditional, lazy, bossy, amusing, clever, untidy, talkative

b) What do they enjoy doing?

gardening, looking after small kids, dancing, playing board games, going to a concert/theatre, playing with a dog, knitting, taking part in an art workshop, yoga, cooking, hiking

3. a) What words would you use to describe the people in the pictures? What do they enjoy doing?

1



2



3



4



5



b)  Listen to the stories and match them to the pictures.

pass away = die

c)  Listen again. Copy and complete the fact files about each person.

| name(s) | age | from | past | new hobby / job | started | details |
|-----------------|-----|---------------------|--------------------|-----------------|---------|---------|
| Paul Fegen | | | | | | |
| | 70 | | | | | |
| | | Novosibirsk, Russia | | | | |
| Paddy Jones | | | | Acrobatic salsa | 69 | |
| Robert Marchand | | | WWII prisoner, ... | | | |

4. a) Work in groups. Use the fact files. Work out the stories behind the pictures.

b) Check and compare your stories.

5. Discuss in pairs.

1. What do the stories above have in common? 2. Whose story did you find really surprising? Why?

6. Use your ideas to complete the saying:

It's never too late to ...

7. a) Complete the fact file about one of your senior relative.

b) Prepare to talk about your grandma or grandpa. How unique are they?

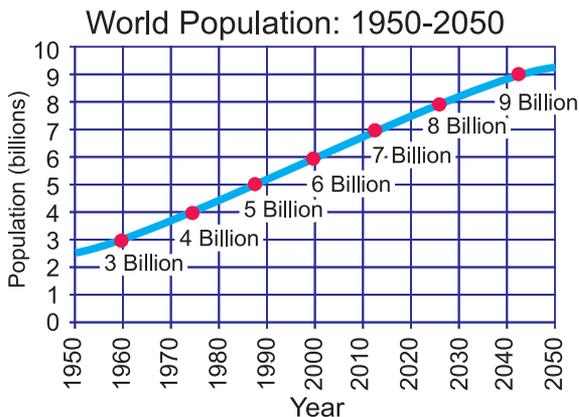
c) Listen to the stories. Then vote for the best story told.

Lesson 6. THE CIRCLES OF RELATIONSHIPS

Communicative area: talking about social relationships

Active vocabulary: personal space

1. a) Look at the chart below. What information does it provide?

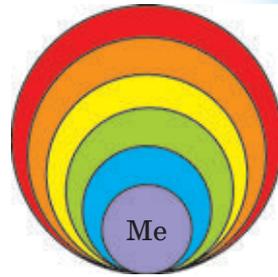


b) Discuss in pairs.

1. What is happening to the world population? 2. How many people live on our planet now? How does it make you feel? 3. Do you always feel safe among so many strangers? Why? / Why not?

2. a) Look at the circles of relationships devised by Marklyn P. Champagne and Leslie W. Walker-Hirsch. What do you think they might mean?

- the world of your emotions
- your relationships with people
- the information you get from the outside world



b)  Listen to an expert talking about the circles. Check your ideas. What do the circles represent?

c) Name the circles (strangers, community helpers, acquaintances [ə¹kweɪntənsɪz], family, friends) and take notes on the information about them.

3. a) How many categories of people you meet at school get to these circles? Discuss in pairs.

b) Which of the statements below are true, according to your understanding of the circles programme?

1. You are unique – you have your own set of circles.
 2. People always have someone in every circle all the time.
 3. Different behaviour is appropriate in different circles.
 4. People can change circles – in either direction.
 5. No one moves from an outer circle to an inner circle immediately.
 6. People in the “Strangers Circle” must be introduced by someone who is at least in the “Acquaintance Circle”.
 7. No one may come into your inner circle unless you want them to be there.
 8. You cannot enter someone else’s inner circles unless they wish you to.
 9. Only you and your mum can fit into your very own circle (self circle).
 10. Relatives do not come into your very own circle.
4. a) Discuss in pairs. Why don’t people like public transport? What are the common rules of behaving in a lift? How do you feel when someone’s face is too close to yours? Do people in overpopulated countries feel different?

b) Read an excerpt from an article in telegraph.co.uk. Fill in the gaps with the words from the box and find the answers to the questions in ex. 4a.

space strangers uncomfortable transport
personal brain

Personal Space: How Close Is Too Close?

Scientists have determined the absolute limit for invading other people's personal space.

It is a long-standing rule of good etiquette – stay out of other people's personal space.

Now scientists have determined exactly how close is too close when standing next to someone, by looking at when people begin to feel unsafe. They have defined the invisible wall that marks our absolute limit of (a)... as being between eight and 16 inches from our faces.

More sensitive people tend to have larger defensive (защитный / ахоўны) personal spaces.

Dr Gian Domenico Iannetti, one of the researchers behind the study, said the distance appeared to be a defensive mechanism used by the (b)...

Invasion of personal space has become a growing problem on Britain's overcrowded train and public transport networks.

Moreover, riding a lift we're all equally (c)...! The common etiquette rules are standing as far from each other as possible and keeping a poker face. Researchers have found that in lifts, men tend to make no eye contact with anyone, while women do a quick glance around (probably to make sure no creepy (d)... are on board).



So if you are close enough to feel the warmth of someone's breath on your face then you are too close together. The researchers say that rather than trying to back away, it is better to create more

space. They state: “It is a fact that some people always stand too close. Even on crowded public (e)..., there is too close. When someone steps over that invisible line, when you start to feel uneasy, you want to step back away from that person. The trick here is not to back away but to somehow create a whole new space. For example by turning to wave at someone, or turning to get something out of a bag.”

It is thought to be a (f)... problem, however, as in other countries such as China and India, personal space is seen as less important.

c) Discuss in pairs.

1. Do you feel in danger if a stranger stands too close to you?
2. Would you prefer taking an overcrowded bus to walking on foot?
3. Do you follow the personal space etiquette rules?

5. a) Work in small groups. Discuss what you could do or say in each of the following situations to protect your personal space and still stay friends with the person involved.

a) One of your friends keeps tickling you. She thinks it is funny but you don't like it.

b) Every time one of your friends wants to tell you something he stands really close to your face and it makes you feel uncomfortable.

c) While sitting next to you, another classmate continues to play with your hair. It's driving you crazy.

b) Roleplay one of the situations.

6. Do you agree?

“Schools are not buildings, curriculum timetables and meetings. Schools are relationships and interactions among people.”

Lesson 7. GENERATION GAP

Communicative area: conversation

Active vocabulary: concern, overprotective, respect, respectful, unfair

1. a) Look at the texting below. What typical problem does it illustrate?



b) Do your parents text you often? What do they usually text you about? How often do you text them? What do you text about?

2. Put into the right group.

When adults speak they... When children speak they...

don't listen, respect, ask questions, don't give clear answers, disrespect, yell, ask for more details, listen and hear, don't answer the question, get angry when they don't like something, call names, are polite, explain their decision, know what they want, are egoistic, keep calm, can change their mind, ask for opinion or help

3. a) 🎧 Listen and read the conversations. Who's talking? What kind of relationship do they illustrate? What are the problem situations about?

A

Dad: How was your day?

Daughter: Fine.

Dad: Who are you texting?

Daughter: No one.

Dad: What were you talking to your friends about?

Daughter: Nothing.



B

Mum: Your computer time is up. Take a break and go outside or something! It's gorgeous out!

Daughter: Come on, mom.

Mum: You are just wasting your weekend!

Daughter: Just 10 more minutes, I promise.

Mum: Turn it off, now!

Daughter: urr. Okay.

C

Daughter: Can I go to Tim's party?

Dad: Nope. You know we have plans.

Daughter: But everyone else is allowed to go. Why can't I?

Dad: I don't care what 'everyone else' is doing. You can't go and that's final.

Daughter: You never let me do anything! You are ruining my life.

Dad: We are done discussing it.

Daughter: There's no point in talking to you: you don't understand me.

D

Son: I'd like to get a new iPhone.

Mum: Your phone is fine.

Son: Awww, please. I get good grades and I come home on time, you have to let me have a new iPhone!

Mum: When you learn to keep your room clean maybe I'll think about it.

Son: This is unfair! You never let me have anything I want!

Mum: Watch your tone!

Son: Okay, if I keep my room clean will you buy it?

Mum: We'll see.

Son: This is just ridiculous!

b) Match the statements to the underlined phrases above, then translate them into your language.

1. It's not my problem. 2. I don't understand why I try talking to you. 3. It is silly. 4. This isn't right. 5. You can't talk to me this way. 6. Let's end this talk.

c) Work in pairs. Find the statements when:

- teens speak like children;
- parents speak like children;
- teens speak like adults;
- parents speak like adults.

4. a) Look at the statements below. Do they sound childish or more adult?

- Could you, please, think about it?
- Can you help me understand why I can't go out?
- How was your day?
- I understand it's quite expensive. What if we use my savings?
- Dad, I need to get your permission to go on a class trip next week. Can I tell you about it?
- Can we talk? Is it a good time now?
- I feel that it's unfair that I couldn't go to the party Friday night.
- I feel really sad that you don't trust me and I want to know what to do to make you trust me.
- I'm sorry.
- I know you buy me expensive stuff sometimes that you work really hard for. This is really great, thank you.
- Mum, if I tidy up and do the dishes, can I then go out?

concern = worry, care

b) Work in pairs. Imagine the conversations in ex. 3 happening in a loving and respectful environment. Change the conversations using phrases above and your own ideas.

c) Practise role-playing the conversations in pairs.

5. a) Work in small groups. You are going to roleplay a conversation.

- Think of a generation gap problem.
- Make a conversation that illustrates it. Write down the script.
- Make sure children and parents sound loving and understanding.
- Practise your conversation in groups.
- Roleplay your conversation.

b) Vote for the most creative, the most emotional, the most grammatically correct conversations.

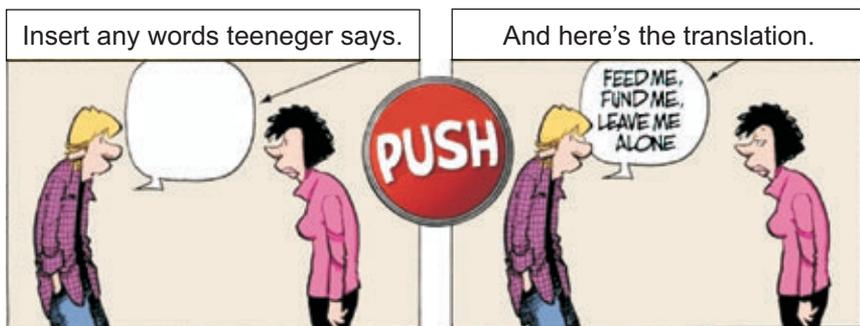
Lesson 8. A GRATEFUL HEART IS A HAPPY HEART

Communicative area: expressing gratitude

Active vocabulary: grateful, gratitude, ungrateful

1. a) Look at the comics. Is this translator true?

Teen Translator



b) What has this teen forgotten about?

- 2. a) Read a mum's letter to the psychology magazine. What are her concerns?**

Why are my teenage kids (13 and 16 years old) so ungrateful?

They're rude, lazy, disrespectful, expensive – and they live in my house.

They don't work. They get terrible grades. Yet they are always yelling at me. I help them in every way I can! I provide for them and I help by tutoring my daughter and pay for my son's sports. They do very little in return to help me. They even gave up saying *please* and *thank you*.

We took them on a tour around France last year, spending a lot of money and taking time to plan things, which may be of interest to them. They moaned and argued the entire time.

How did I raise children who are so self-centred? Where did they get the idea that I am on this earth to just serve their needs?!

Marion McGilvary

b) Discuss in small groups.

1. Does this letter sound like your family issue? Why? / Why not? 2. Could your parents agree at least with some lines of the letter? 3. Do you always remember to say *please* and *thank you*? 4. What do you do in return to help your parents? 5. Do you moan and argue with your parents? 6. Are parents on this earth to serve you? 7. Are you a grateful person?

- 3. How can you express gratitude to your family? Discuss your ideas in small groups.**

say... volunteer to ... make... write... help... ask...

- 4. a) Read a school essay below. What is the boy grateful to his parents for?**



Parents are a strange breed of people. They are the kind of people that would do anything to see you happy. Whether it is making funny faces until you crack a smile after a bad day, or bringing home your favourite ice cream. Parents are the type of people who love and care about you more than anyone else could, and we, the children, give that love back to them. This is a letter to the strong, smart, loving, caring, and happy people who I have to call my parents.

First, there is all kind of help that I have to thank you for. Thank you for introducing me and my siblings to sports. Thank you for keeping me interested in sports and for driving me to every practice and game. In addition to exposing me to sports, thank you for being my number one fan no matter how bad I was doing or if we lost. Thank you for your support.

I would like to thank you for teaching me safety and taking control over my life. You made me into the person that I am today. You're the best role models for me.

Another roadblock that you have helped me with is getting through emotional times. Thank you for trying your hardest to understand the stress that comes with school and all of the other activities that I'm involved with. Thank you for not taking anything I say to heart, because if I say it when I'm emotional I really don't mean it and you understand that.

Thank you for making me food before or after games or practices. I know I'm hungry all the time. Special thanks to my mum for making my favourite lasagna so often.

For years you have cared for me, loved me, and kept interest in the activities I do and love. You are always the first people to hear about friends or girlfriends, homework or projects, and everything in between. I cannot thank both of you enough for everything that you have done and everything I know you will help me out with in the future. Thank you so much.

With love, from your son,
Chase

b) Are the statements below true or false? Prove it using the text.

1. Chase has serious concerns about the relationship with his parents. 2. Chase's parents are always there for him. 3. Chase is the only child. 4. They never argue. 5. Chase is very close to his parents. 6. Chase wrote this essay to express love and gratitude to his mum.

5. Discuss the questions.

1. Do you think Chase's essay is well-organised? Why? / Why not? 2. How does Chase start and finish his essay? 3. What phrases does he use to link statements and ideas? To introduce new ideas?

6. a) Which of the things in the letter do your parents do for you? What could you add to this list?

b) Write your ideas down.

7. You are going to write a thank-you letter to someone in your family.

1. Decide who is the letter for. 2. Make a list of things you are grateful for. 3. Think over the introductory statements. 4. Take some notes on the finishing lines. 5. Look up the linking phrases in Chase's essay. 6. Write the letter.

Project 

Unit 2. FRIENDS

Lesson 1. WHAT MAKES A FRIEND

Communicative area: talking about personal character traits

Active vocabulary: forgive, generous, (im)patient, (ir)responsible, judge, judgmental, mean, quality, reliable, sensitive

1. Read the rules and play “A FRIEND” game.

One student stands with their back to the group. Somebody says in a disguised or funny voice, “Do you know me? I’m your friend.” The student guesses the name of the friend.

2. a) Try to predict the numbers in pairs.

How many people will you meet in your lifetime?

How many friends will you have?

How many of them will you really trust?



b)  Listen to some statistics and check your predictions. Who had the closest numbers?

c) Discuss in pairs.

1. Why is the difference between the numbers so big?
2. What makes a true friend?
3. Do you agree with the quotation?

4. How many people can you call friends?
 5. How many do you consider true friends?
 6. What are the qualities of a friend?
- 3. a) Look at the list of personal qualities. Do you know all the words? Ask your classmates or the teacher to define some of the words for you.**

Excuse me, what does
"trustworthy" mean?

loyal, trustworthy, irresponsible, greedy, kind-hearted, careful, goofy, respectful, mean, helpful, silly, reliable [rɪ'laɪəbəl], smart, brave, patient, couch potato, hard-working, honest, sincere [sm'sɪə], supportive, inventive, helpless, active, emotional, grateful, nosy, serious, shy, naughty, talkative, careless, competitive, impatient, hospitable, creative, lazy, ungrateful, concerned, generous, overprotective, unfair, fun, dishonest, clever, sensitive, forgiving, judgemental [dʒʌdʒ'mentl], moody

b) Work in pairs. Find synonyms and antonyms in the list above.

c) Choose 8 qualities that a true friend should have. Explain your choice.

E.g. A true friend is brave, because a brave person can stand up for you in a dangerous situation like bullying or when someone calls you names.

d) Work as a class. Decide on eight most important qualities for a true friend and write them on the board.

e) 🎧 Listen and check. How many qualities did you get right?

4. a) What personal qualities do these statements describe?

1. It is OK to have different opinions and views. Friends fight, but they never fall out.

2. For all those sad and gloomy days when you are feeling low, a true friend is always ready to listen to your problems.

3. You can do or say anything and they won't behave differently towards you.

4. They make you forget all your problems and add colours to your life.

5. No one ever wants their friends to talk about them behind their back.

6. You should be able to share each and everything with each other.

7. They will help you become the person you want to be and know how to help you deal with problems.

8. It is difficult to befriend anyone who tells you lies and can't be trusted.

b)  Listen again and check.

5. Discuss the questions in pairs.

1. Have you got many friends? How many can you call true friends?

2. Are the statements in ex. 4a true for your friendship? Which statement makes you feel not sure?

3. What personal qualities do you really appreciate in your best friend? Are there any qualities that you don't really like?

4. Are you a good friend? Which personal qualities make you think so? Which ones do you still need to work on?

6. Write a short paragraph describing what kind of friend you are.

Lesson 2. FRIENDSHIP RECIPE

Communicative area: discussing, talking about friendship ingredients

Active vocabulary: abstract nouns suffixes; abstract, forgiveness, generosity, loyalty, patience, sensitivity

Active grammar: articles with abstract nouns

1. Read the recipes for friendship. Do you agree? What would you like to add? Discuss with your partner.



2. a) Find all the nouns in the recipes. Which nouns are concrete, which ones are abstract? Write down all the abstract nouns. Explain why they are called 'abstract nouns'.

b) Which of the nouns below are abstract? Add them to your list.

trust, head, message, respect, smile, laughter, ice cream, support, Facebook, money, care, fun, chatting, adventure, tissues, chocolate, presents, secret, love, story, smile

c) Use prefixes in the box to make nouns.

-ness, -ment, -tion, -ship, -age, -(i)ty, -ance

goofy, silly, to relate, loyal, sincere, reliable, responsible, greedy, generous, impatient, sensitive, to judge, fair, to protect, grateful, honest, to compete, to forgive, creative, to argue

3. a) Abstract nouns can be both countable (e.g. *marriage*) and uncountable (e.g. *love*). Circle all countable nouns in your list. Are there more countable or uncountable nouns?

b) Read the information below and match example sentences to the rules.



The use of articles with countable abstract nouns (1) is the same as the use of articles before concrete countable nouns (2).

General rule: Abstract uncountable nouns (3) are used with **zero** article in their most general meaning (4).

But: 1. The definite article (**the**) is used with uncountable nouns when the situation makes the idea definite. No general meaning here (5).

Note: In some special cases, an indefinite article (**a / an**) is possible before an abstract noun (6).

Examples:

a) *But then, of course, there was love. I'm sure the baby can feel your generosity.*

b) *idea, invitation, possibility, etc.*

c) *There was a certain coldness about him. What a pity.*

d) *But she is the love of my life. Thanks for the concern, but no, thanks.*

e) *I have a new story to tell you. I can't remember the first two marriages.*

f) *loneliness, trust, horror, etc.*

4. Compare the sentences in pairs. Which of the two statements takes the definite article?

A. I'm amazed at...? patience of your ex-husband. B....? patience can cook a stone.

C....? love makes the world go round. D. You can't forget...? love you have for one another.

E. In my teenage years punk was...? fashion. F. She cares for nothing but...? fashion.

5. a) Insert four definite articles where necessary.

a) I want to know (1)... truth about her, she is my fiancée!
b) If it's not mutual, (2)... generosity can actually hurt your friendship.
c) What is (3)... weather like today?
d) He treats his in-laws with (4)... deep respect.
e) He found interest in (5)... American literature, while she grew fond of (6)...

Belarusian folklore. f) Mr Hill always expressed (7)... concern if one of his children had a sore throat. g) My husband is grateful for (8)... support that you have given our family. h) She broke (9)... news to us with (10)... great sensitivity.

b) Check in pairs.

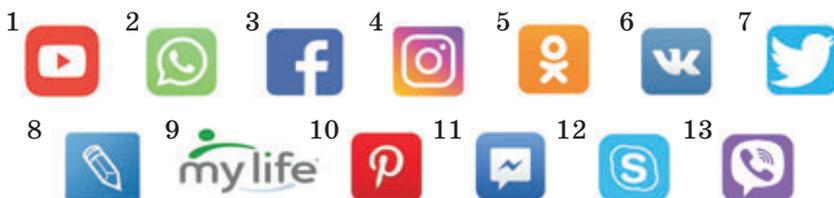
6. Work in small groups. Look through the recipes for friendship again. Make your own list of ingredients for true friendship and present it to the class.

Lesson 3. ONLINE FRIENDS

Communicative area: giving opinion, sharing stories

Active vocabulary: account, messenger, network, post, social

1. a) What do these icons stand for? Match them to the names in the box.

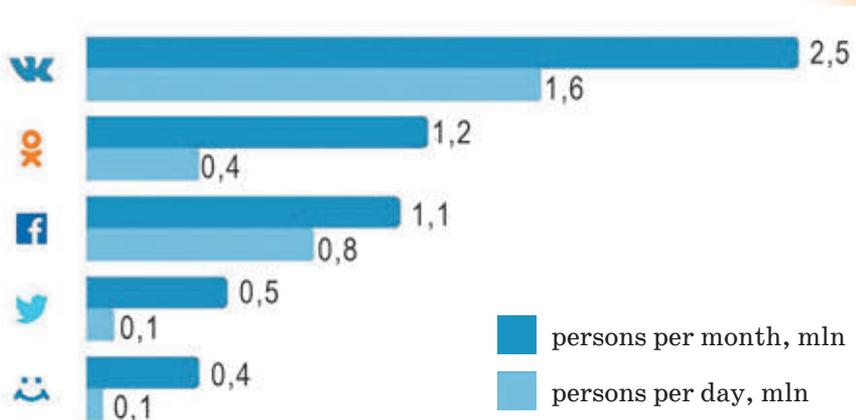


Facebook, Twitter, LiveJournal, Odnoklassniki, Skype, VKontakte, Instagram, Pinterest, YouTube, WhatsApp, Viber, MyLife, Facebook messenger

b) Which of them are social network sites? Which are messengers?

c) Which of the messengers was developed in Belarus?

2. a) Look at the statistics diagram and find two mistakes in the report.



Social media is an important venue for interaction and conversation in Belarus. About 65% of Belarusians and 84% of all teens use **social** media. VKontakte is the dominant platform, with about 2.5 million of all Belarusians using it. Odnoklassniki and Facebook also have become increasingly important, with more than two million people using each of them. Half a million people in Belarus use Twitter and another 400,000 use LiveJournal. Fewer Belarusians use Instagram or YouTube. The most popular **messengers** in Belarus are still Viber and WhatsApp. Viber, being developed in Belarus in 2008, is used by more than 3 mln Belarusians on daily basis.

b) Discuss in pairs.

1. Have you got an **account** on any of the social networking sites? 2. Do you use any of the messengers? 3. What is the most popular platform and messenger in your class?

3. a) Read a paragraph below. What is the main idea?

- A. online friends are more than just friends in your real life
- B. online friends can't visit you at home
- C. online friends aren't enough

Technology has changed the definition of friendship in recent years. With the click of a button, we can add a friend or make a new connection. But having hundreds of online friends is not the same as having a close friend you can be with

in person. Online friends can't hug you when a crisis hits, visit you when you're sick, or celebrate a happy occasion with you. Our most important and powerful connections happen when we're face-to-face. So make it a priority to stay in touch in the real world, not just online.

b) Do you agree with the opinion above? Why?/Why not?

c) Discuss in pairs.

1. How many online friends have you got? 2. How many of them do you regularly meet in person? 3. How many of them have you never met in person? 4. Have you ever got a friend request from a stranger? 5. How many of them would you call true friends?

4. a) Read the statements below. What question do they answer?

1. People share too much information about themselves on social media.

2. Sometimes teens see events, parties and activities to which they weren't invited, and it can lead to stress and depression.

3. Sometimes other people **post** things about them that they can't change or control.

4. Many teens use the term "drama" to describe conflicts like online bullying, some have been involved in a fight with a friend that started online.

5. Some feel uncomfortable turning down friend requests from complete strangers.

6. Teens say they have been scared or uncomfortable after being contacted by a stranger online.

7. There are people who use false accounts for fun or for following you.

b)  Listen to some teens talking about their social network negative experiences and match them to the summaries above.

c)  Listen again. Match two parts of the sentences together.

1. Someone got into a school fight...

2. Someone has added friend's...

3. Someone's friend is posting ...
4. Someone's friend was very sensitive ...
5. Someone was punished ...
6. Someone believed a false account belonged to her ...
7. Someone was once followed ...

a. selfies all day long. b. after making fire in the yard with his friend. c. friend and send them some private information. d. after she hadn't got an invitation to a party. e. after writing an unpleasant comment online. f. by his online girlfriend. g. friends to their friendlist.

d) Has any of the situations in ex. 4c ever happened to you? Ask and answer the questions in pairs.

E.g. Have you ever got into a school fight after making an unpleasant comment online? – No, never. You? – Actually, I have. It happened when I ...

- 5. What's good about social networks? What's bad?**
- 6. Write an opinion paragraph about social networks or online friendship.**

a. Choose a topic.

b. Think how you will introduce the topic to the reader. Make a list of arguments for and against it. Think over your personal opinion on the topic.

c. Write a draft paragraph.

I believe... In my opinion... As far as I'm concerned,... Firstly... On the one hand,... On the other hand,... In fact,... To sum it up... Well, anyway...

d. Proofread your draft to check your grammar and spelling.

Lesson 4. I NEEDED A HAND BUT FOUND A PAW

Communicative area: talking about friendship

Active grammar: absolute possessive pronouns

1. They say pets and their owners look alike. Match pets and their owners.



2. Discuss the questions below in pairs.

1. Can animals be true friends? 2. Can you name 8 qualities of a true friend from previous lessons? 3. What qualities of a true friend do animals possess? 4. Can you give some examples?

3. a) Look through the letter below. Who wrote it? Who is it for? Why was it written?

Dearest Kirby,

I was six years old when we adopted you. Notice that I didn't say "buy" because by saying "adopt," you're seen as more of a part of the family. When I walked into the pet store, you were just three months old and the size of my hand. You made the sweetest little sounds and would cuddle up to me.

Bringing you home was so exciting because I was an only child and our house now had a new dynamic. Obviously, you were a bit scared at first, but who wouldn't be? In a house that's 10,000 times the size of your previous cage, I would be frightened too. However, before we knew it, you were fully settled and you became a part of our family.

Waking up in the morning and hearing your chirps, having you play on the dining room table while I ate, and saying *hi* to you when I came home from school were all normal parts of my routine.

Before college began, I never really thought about how much I would miss you. Not to sound rude, but I believed that I would only miss Mom and Dad because it never really dawned on me how important you are in my life.

Pets bring a sort of joy to humans that people are not always capable of bringing. Pets have this sort of an instinctive sensitivity that people sometimes lack. Before I left for college, whenever I was feeling down or upset, you, my little friend, were always there for me.

Although you can't talk, your presence alone was comforting and I think that's more important than any words that a person could offer. You knew when something was wrong and whether it was by coming near me or doing a funny trick on your cage, you were, and still are, able to cheer me up.

Now that I'm away at college, my daily routine is very different, especially since it doesn't involve you. I'm sure that some friends of mine think that I'm a crazy bird-lady. But I feel that with you my life is much fuller than theirs. Whenever I talk to Mom she will turn the camera on you so that I can say *hi*. I then screenshot you, show those photos to my friends, and talk about you. My little parrot, you're more popular among my friends than you know.

Kirby, my parrot, you're the best pet and the best "brother" that anyone could ever ask for. Despite the fact that I'm away at college, knowing that you'll be at home when I come to visit gives me such a warm feeling. My heart is yours forever. No silly boy can ever replace you. Thank you for being the most entertaining and heartwarming creature.

Loving owner and sister of yours,
Robin

b) Find the phrase in the letter that means:

1) get close for warmth and comfort; 2) was livelier and had more energy; 3) twitter, sounds that small birds make; 4) not to be impolite; 5) I had no idea; 6) don't have enough; 7) take a picture of a display; 8) take your place.

c) Read the letter again and answer the questions.

1. What was Robin's first meeting with Kirby like?
2. How did Kirby feel at home? Why?
3. What was Robin's typical morning like?
4. How did Kirby make Robin feel better?
5. Why does Robin think that animals are better than people?
6. Do you think Robin feels lonely far from home? Why? / Why not?
7. What does Robin's friend think about her parrot?
8. Do you think it was a good idea to write this letter?
9. Does this letter tell a great story of friendship?

4. a) Look at the statements from the letter. Find possessive pronouns.

You became a part of our family. I'm sure that some friends of mine think that I'm a crazy bird-lady. But I feel that with you my life is much fuller than theirs. My heart is yours forever. Loving owner and sister of yours, Robin.

b) Look at the sentences again and complete the rule below.



There are ...? types of possessive pronouns:

1. Possessive pronouns come before a ...? they modify.

e.g. Is this your sister? No, this is my mum.

my, your, his, ...?, its, our, their

2. Absolute possessive pronouns stand alone.

e.g. Are these books yours? No, they are hers.

mine, yours, his, hers, its ...?, theirs

c) Write 4 more examples that illustrate the rule. Use different pronouns.

5. Choose the correct pronoun in each case.

1. **My/Mine** parrot is much cleverer than **your/yours**.
2. **Her/Hers** parents adopted me after **my/mine** died. 3. This Guinea pig looks exactly like **my/mine**. 4. It's a pity this dog ended up in **her/hers** hands and not **our/ours**. 5. You cannot seriously believe that **your/yours** pet is more important than **my/mine**. 6. This cat has green eyes like **your/yours**. 7. Well, she likes that goofy dog of **her/hers**. 8. They didn't have **their/theirs** leads so we gave them **our/ours**. 9. I really wonder why a dog's haircut costs more than **my/mine**.

6. a) Fill in the gaps with the correct pronoun.

his theirs your
their our your
theirs yours



1. Cats believe ... home is ... 2. We can **judge** the heart of a man by ... treatment of animals. 3. Pets are not judgmental, but believe me, they will judge that new boyfriend of...

4. A true friend leaves paw prints on ... heart. 5. Pets lives are too short, – ... only fault really. 6. How many licks does it take for a puppy to reach the center of ... heart? – Just one. Pets don't care whether you are rich or poor, funny or dull, smart or stupid. Give them ... heart and they will give you ...

b) Work in pairs. Do you agree or disagree with the quotations above? Why?

c) What quotation about pets is your favourite? Explain why.

Lesson 5. PEER PRESSURE

Communicative area: retelling a peer pressure story

Active vocabulary: break up, geek, hang out, let smb down, make it up to smb, make it up with smb, turn smb down

1. Unjumble and read the saying about friendship. Do you agree with it?

become, become, as, as, friends, friends, can, can, best, best, strangers, strangers, easy, just

2. a) Discuss in pairs. Why does a friendship sometimes end?

b) Add particles to the relationship phrasal verbs.

down on up out together

to spend time with friends – to hang ..., to end – to break ..., to disappoint – to let smb..., to have a good relationship – to get..., to say no – to turn..., to argue – to fall..., to compensate and make peace – to make it ... to smb, to stop doing – give..., to meet – to get...

c) Complete the sentences with the phrasal verbs from ex. 2b in the correct tense.

1. I had to ... our friendship, because my friend was seriously disrespectful to my grandmother. 2. We ... a friend who ...

me 3. My old friend (not)... with my new friends. 4. I turned to my best friends for help, but they... me 5. My friend called me a geek, then he wanted to ... to me, but it was too late. 6. Any time we ... my friends pressure me to do things I don't want to do. 7. I ... a lot to support our friendship, my time, other friends, sport, but my friend was never there for me. 8. One day we just stopped ... together without any reason.

d) Are any of the statements in ex. 2c true for you? Do you think these are serious reasons to end a friendship?

3. a) Is peer pressure a serious reason to end a friendship?

b) Work in 3 groups (ABC). Students A read Oliver's story. Students B read Jesselin's story, Students C read Anthony's story. Answer the questions below.

1. How did the story of peer pressure start?
2. Did the narrator stand up for his / her opinion?
3. What did he / she do?
4. How did their life change? Why?
5. Did they break up with their friends? Why? / Why not?
6. How does the story end?

Oliver Raffo

I had a lot of friends who I grew up with, and growing up together made us very close – until my friends got too close to cigarettes.

Before that happened, we always **hung out** together. We went to movies, parties, the park, and if we didn't have anywhere to go, we'd stay at one of our houses and play video games.

But one day, when my friends were about 13, they made plans to put money in to buy cigarettes.

I didn't want to put any money in because I didn't want to have anything to do with smoking. But they got enough money and said I could smoke anyway.

We were at the park when they started smoking. One person lit a cigarette, took a puff, and passed it around. Since it was



their first time, everyone coughed hard after they took a puff. I was thinking to myself, “What should I do? Should I say yes or no?” I didn’t want to **let my friends down**, but I just didn’t want to smoke.

I sat at the end of the line, hoping that someone else would **turn it down** so that I wouldn’t be the only one who said no. It didn’t happen, and I found myself with a cigarette in my hands.

“Hey, I don’t want it.” “You can’t be a mama’s boy the rest of your life.”

I knew that it was a choice between smoking and keeping their friendship or not smoking and keeping my health. I passed the cigarette on. “You really are a mama’s little boy.”

The next day everyone was talking about how bad they felt in the morning. You may think that would make them stop, but they just started making plans to get more.

My friends have been smoking for a year now and it has changed them. They always want to smoke. Their eyes are always red, they have bad tempers and they are always ready to fight.

My friends and I always used to play basketball, and I always started. I didn’t hear about a game for a while but I didn’t worry, because I was sure my friends would tell me when they were playing. Then one day walking in the park I saw them playing. Now, because I don’t smoke, they didn’t even call me.

Not being close to my friends like I used to be makes me think to myself, “Maybe I should smoke it just one time. Will it help me **make it up with them?**” Then I remember the way that they were acting the other day in the park and I just forget about it.

You might ask why I don’t **break up** with them and make new friends, but it isn’t so easy to lose friends you’ve grown up with. I keep trying to talk them out of smoking, but they just laugh as if I’m stupid and tell me to mind my own business.

I used to think that they were true friends, but now I know that it was just a game. It’s hard to believe that the difference between friends or no friends comes from one cigarette.

Jesselin Rodriguez



When I was in elementary school, doing well in school was the only thing that mattered to me. I always thought that being the smartest meant being the best.

When I got to junior high school, this all changed. The atmosphere of the school was totally different. I saw kids walking in and out of the building like nothing, hanging out in the classroom when they did not belong there, and even yelling at teachers.

In that environment, you looked crazy if you were doing any work. The important thing was to have friends. If you didn't have any friends, then you were nothing. You would get bullied, called names, and if you were to have a fight it would never be one-on-one.

So I started thinking of school as a playground: I could cut class, write on the walls, hide in the bathrooms – and nobody knew about it because there were so many kids in that school.

This doesn't mean that I never did any work. I did just enough to pass. But I never let my friends find out. On the days when I did my homework, I used to wait until after the class to give it to the teacher so my friends didn't see. If they knew, they would be like, "What are you doing the work for? What, you think you're better than us?"

I've always cared about what other people thought. I thought my classmates would like me better if I acted more like them and didn't want to let them down.

My teachers said that I had the potential to get high marks if I spent more time in class and broke up with my friends. But I didn't listen.

Then something happened. My class was split up. The kids with the worst behaviour and grades, including most of my friends, were sent to a different building. Since I didn't have my friends to hang out with anymore, I could start doing my work.

So I started to go to class every day and began to do my homework on a more regular basis. My teachers were happy and, inside, so was I.

By now I am in the 8th grade (my last year in junior high), I have worked my way up to a 'B' average. I still feel that I could do better.

I've made a lot of new friends and I think they're part of the reason why I've been able to change. Because of them, I don't worry so much anymore about what other people will think of me if I get good marks. They don't judge me.



Anthony Turner

It happened in my old school. In September I was "caught" reading at McDonald's by a group of kids. I say "caught" because many of my peers considered reading to be an uncool activity. They thought it was only something that **geeks** did.

It wasn't the first time that something like that happened. When I went to the library, kids often asked me why I was reading. "It's a library, that's what you're supposed to do!" They just shook their heads and started laughing.

I didn't understand why they thought reading was a waste of time. To me, being a reader meant being open-minded, intellectual, and willing to learn new things. Reading helped me learn important things that I might not have known about otherwise, like history or world leaders. Also it was just fun to get into the story, especially if the writing was humorous, and learn new vocabulary that I could use later in a conversation.

When I answered all the questions in class, I got laughed at. The same thing happened when I got caught reading for fun. So sometimes I tried to cover up my "smarts" by making jokes or looking disinterested in class. After all, I didn't want to be named a geek for simply reading a book. I wanted to be known for being easy-going just like most of the "cool kids" are.

I tried to explain to my friends that reading wasn't the geeky activity they thought it was, but I hadn't made much progress. They didn't understand that reading was something that actually exercised and stimulated your brain.

I had no other chance but to stand for my hobby. I just ignored whatever the others did or say about it. And kept reading.

This is not a happy end story. I still get bullied for reading sometimes but not so much these days. I guess my friends just got tired and it's not so much fun any more.

Unfortunately, youth culture honours those who play ball, dance, and rap today. But let's wait for college.

c) Cover the story and practise retelling it in your groups.

4. Work in groups of 3 (Student A+B+C). Tell your story to your group. After each story discuss the questions.

1. What did the author do wrong in your opinion? 2. What did they do right? 3. What would you do in a similar situation?

5. Check how well you listen. Decide if the statements below are about Oliver (O), Jesselin (J) or Anthony (A).

a) Their new friends are not judgmental. b) They turned down the idea they didn't like. c) They got no support from their friends. d) They got ignored. e) They were bullied. f) They cared about their health. g) They did worse than they could at school. h) They wanted to be popular. i) They had someone who believed in them.

6. Discuss the questions below in pairs.

1. What would you do in similar situations? 2. Have you ever experienced peer pressure? What happened? 3. Why is doing what your friends do so important for teens? 4. Is it easy to stand up for your opinion in a group? 5. What can you do if you feel uncomfortable doing what your friends do?

Lesson 6. HOW TO BREAK THE ICE

Communicative area: giving advice

Active vocabulary: a fair-weather friend, birds of a feather flock together, break the ice, confident, keep someone at arm's length, know someone inside out

1. Choose the correct definition for each idiom.

to break the ice:

- a) to make people who have not met before feel more relaxed with each other
- b) to be friendly with everyone

to keep someone at arm's length:

- a) not to allow yourself to become too friendly with them
- b) to keep in touch with friends and always be there for them

birds of a feather flock together:

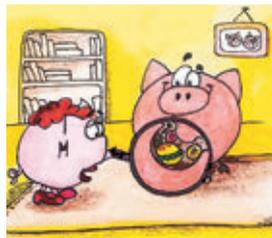
- a) be friends with people of a similar background, interests or lifestyle
- b) people who often spend time together

a fair-weather friend:

- a) someone who acts as a friend when times are good, but not when you are in trouble
- b) someone who is your friend forever

know someone inside out:

- a) know someone's deepest secrets
- b) know them very well



2. a) Read some statements below. What do they have in common?

“I think I am naturally shy, but shouldn't I be able to find other people who are quiet and can relate to me? They say **birds of a feather flock together**, but it doesn't work for me.”

“I find it hard to talk to people. I only have one friend and I've known her since kindergarten.”

“I said goodbye to my **fair-weather friends**, who only appeared when they needed something from me. Since then I haven't been able to make any real close connections with anyone.”

“I've got some peers I can call friends, but I always have the feeling they **are keeping me at arm's length**. A couple of close friends is all I need.”

“Sometimes I feel like something must be wrong with me, and then other times I feel like it is other people’s fault for not giving me a chance.”

“Since real life is just hopeless, I made some friends on Facebook. Mostly we just talk about movies, comic books, all that stuff, but none of them seems to know me. I need a friend that **knows me inside out**. Chatting with strangers doesn’t help.”

“Most people are quite natural on what to say in social situations **to break the ice**, but some people like me need to practise a lot.”

b) What reasons for being lonely are mentioned above? What are the other reasons why making new friends could be a problem? Is it easier for confident people to start a friendship? Why? Are you a shy or a confident person?

shy ≠ confident

3. a) You are going to listen to an expert talking about making new friends. Work in pairs. Can you guess the seven tricks the expert mentions?

1. Leave your door.... 2. ... are key. 3. Attend all....
4. Your ... matter. 5. Remember: you are not the only one who is... 6. Be... 7. ... push it.

b) 🎧 Listen and check. Take notes on the details.

c) Discuss each trick as a class.

4. a) Decide if the statements below are true or false according to the expert.

1. There aren’t many lonely people around.
2. Everyone who’s good at making friends does these seven tricks naturally.
3. It’s not easy to open to strangers.
4. Bright objects attract people’s attention.
5. Questions about studies are ideal icebreakers at school.
6. Volunteering may help you find true friends.
7. Wearing something crazy will help you start a conversation.
8. It’s a good idea to have the kind of friend you hope to be.

b) 🎧 Listen again and check.

c) Work in pairs. Are the statements in ex. 4a true for you personally? Why?/Why not?

5. Choose a statement from ex. 2 that makes you think about it. Write a message to support this person. You can:

- say what you feel about this situation
- share your experience
- encourage the person change something about the situation
- give advice

Lesson 7. FAMOUS FRIENDSHIP

Communicative area: discussing friendship stories

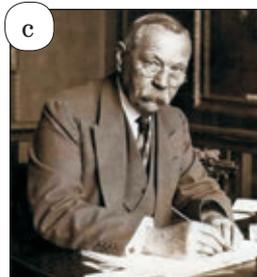
1. Which of the following would you choose? Why?

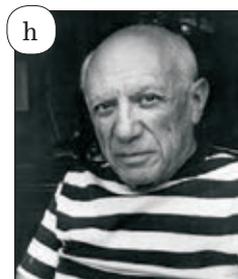
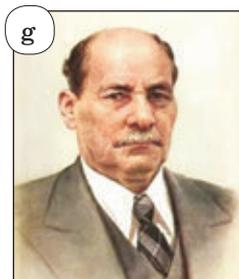
- a) having a famous relative
- b) having a famous friend
- c) being famous

2. Do you recognize any people in the photographs? Where are they from? What are they famous for? Match people to their names.

Marc Chagall
J. R.R. Tolkien
Sir Arthur Conan Doyle
Clive Lewis

Yanka Kupala
Pablo Picasso
Harry Houdini
Yakub Kolas





3. a) Who of the people above could be friends? Why do you think so?

b) Look through the stories below and check your predictions.

1. They have been dreaming of seeing each other in person for more than 30 years.

It wasn't until the end of Second World War, when Chagall was able to move back to France. He travelled out to meet Picasso, who was living on the French coast at the time, working at the ceramic workshop. They got on immediately and often met up and corresponded for years until 1964 when their friendship ended.

That day they had an argument at a dinner party that Chagall hosted for Picasso and Françoise Gilot. "When are you going back to Russia?" Picasso asked Chagall. "After you," said Chagall with a smile. "I hear you are greatly loved there (Picasso was a communist) but not your work. You try to make it there and I'll wait and see how you do." As Picasso didn't like that answer, he replied to Chagall "I guess with you it's a question of business. You won't go unless there's money in it." Chagall never spoke to Picasso again.

The silence between the two up until their deaths is a rather sad ending for what could have been a very rich exchange, both artistically and personally. But at least, for a brief moment of time, two of the greatest artists in history shared dinners and ideas.

2. The two prominent authors first met in 1926, but they didn't really become friends until the 1930s, when they were both in a literary discussion group at Oxford University.

Many of the members had different religious beliefs – some were Protestants, some were Christians, some were more interested in philosophy than religion. Tolkien was Catholic. Lewis, on the other hand, had problematic relationship with religion. He was raised Irish Protestant, then became agnostic. Then, in 1931, he and Tolkien went on a long walk. As they were walking, the men had a conversation about myths and God. There was an important moment when Tolkien was explaining how ancient stories were able to describe higher truths, and within two weeks, Lewis was a Christian once again.

That conversation also inspired him and Tolkien to write *The Chronicles of Narnia* and *The Lord of the Rings*, respectively. The writers had a falling out while working on the books, but they continued to praise and support each other in public over the years.

3. After release from prison, between September 1911 and 1914, Yakub Kolas practised teaching: for several months, without official permission, he taught children of railroad workers in the township of Luninets, and then at a school in Pinsk. In August 1912, at the farmstead of Smolnia near the village of Mikalaeushchyna, he first met another prominent Belarusian writer, Yanka Kupala, thus beginning their lifelong friendship. Until then they did not meet each other in person, yet they well knew each other's literary works very well.

The poets met at the age of 30 and for 30 years they were close friends, working together in the Belarusian Academy of Sciences, travelling to political sessions in the USSR and sharing their love for Belarus and its people. In the 1930s, when the poets lived in Minsk, they saw each other almost every day

and had a great time together walking out, playing chess and sharing their creative ideas and ambitious plans for future works.

The beautiful friendship ended with the tragic death of Yanka Kupala in 1942.

4. In the early 1920s, legendary illusionist Harry Houdini and “Sherlock Holmes” author Sir Arthur Conan Doyle started up an extraordinary friendship – and later fell out – over their contrasting opinions on the spiritualism and afterlife. Born fifteen years apart into dramatically different families, one the educated product of a respectful Scottish family and the other the self-made son of a Hungarian immigrant, the two even stood in sharp physical contrast, once compared by a journalist to Pooh and Piglet. Nevertheless, the two regularly traded letters and books, and once even had a holiday together in Atlantic City.

Houdini was a realist and a natural skeptic. On the other hand, he wished he could communicate with his mother who tragically passed away, but knew too much about tricks on stage. While Conan Doyle was fond of Spiritualism and brought Houdini to different séances in Europe.

c) Find the proof in the texts that:

- Picasso was good at crafts.
- Picasso was popular in Russia.
- Chagall and Picasso as well as Kupala and Kolas knew of each other’s work before they met.
- Kupala and Kolas had a lot in common.
- Yakub Kolas was doing illegal work.
- the death of Yanka Kupala was unsolved.
- Lewis changed his beliefs more than once.
- Lewis wrote *The Chronicles of Narnia*.
- Houdini didn’t believe in supernatural.
- Doyle and Houdini both wrote critical articles about each other.
- Houdini greatly missed his mother.

d) Are the statements below true or false for each of the stories?

1. They have been friends for more than 10 years.
2. They knew each other long before their friendship started.
3. They had a story of an extraordinary break up.
4. They seemed to have nothing in common.
5. They managed to make it up after a fall out.
6. They haven't influenced each other's work much.
7. They regularly wrote letters to each other.
8. They argued through a newspaper.
9. Their friendship ended suddenly after a terrible accident.

e) How did the stories above make you feel?

5. What do these stories tell us about friendship? Have you ever heard about any other famous friends in history? Do you know any celebrities being friends? Could you tell their stories?

Lesson 8. BFF QUIZ

Communicative area: expressing interest, asking questions, finding a friend

1. a) Look at the exclamations. What emotion do they express?

Uh-huh. Really? Wow! That's amazing! That's fantastic!
That's interesting. Oh, I see. You must be joking! No way!
Right.

That's so interesting!
Please continue.



b) Which of the phrases above express normal response, which ones express stronger response?

c)  Listen and repeat.

2. a) You are going to find a perfect friend in class. Take notes on your answers to the questionnaire below.

QUIZ: Who can be your BFF?

Write your answer or choose one option in each case (unless specified).

1. What would you compare a friendship to?

- a. The Energizer bunny – you keep giving and giving and giving ...
- b. A parking lot – friends respect each other's territory, follow rules and give space if we need it.
- c. A party – they start out fresh and fun, but eventually get boring.
- d. A filling station – they are open 24 hours, so that you can reach them any day any time.



2. Write 3 most important qualities of a true friend.

3. Write 3 positive qualities of your character.

4. Write 2 negative qualities of your character.

5. Apart from true friends qualities, what would you like your friend to be?

- a. fun
- b. encouraging
- c. understanding
- d. adventurous

6. How sensitive are you?

- a. a little
- b. not even slightly
- c. very sensitive



filling station

7. Do you prefer talking or listening more?

8. Do you prefer staying in or going out?

9. **Choose three of your hobbies that you most enjoy doing.**
10. **Friday evening! What do you want to do?**
 - a. sleep
 - b. let's party!
 - c. read a book or watch a film
 - d. hang out with friends
11. **Your relaxing weekend activity is (choose two):**
 - a. reading a book
 - b. talking over ice-coffee in a city center with a friend
 - c. shopping
 - d. going to the swimming pool
 - e. taking photographs
12. **Choose two celebrities you would like to be friends with.**
13. **In class do you often find yourself:**
 - a. doodling
 - b. daydreaming
 - c. talking
 - d. paying attention
14. **What social network platform(s) do you have an account on?**
15. **What messenger(s) do you use?**
16. **Do you prefer chatting or texting?**
17. **What are you secretly dying to talk about:**
 - a. sports
 - b. people around you
 - c. how to deal with stress
 - d. your studies?
18. **What could break your friendship up?**
 - a. your friend has another best friend
 - b. peer pressure
 - c. your friend calls you a geek
 - d. your friend shares your secret with his siblings
19. **What is the best way to make it up to a friend?**
 - a. buy them a small present
 - b. say you are sorry



doodling

- c. organize a party
- d. wait until things cool down

20. What philosophy about friendship do you most connect with?

- a. they come and they go
- b. the more the merrier
- c. one loyal friend is worth a thousand relatives

b) Write names of your groupmates in a column. Walk around and discuss the quiz answers with your groupmates. Be polite and express interest while having a conversation.

Add one point to your partner's name each time you get a matching answer.

For questions 3 and 4: get 1 point for each non-matching answer.

c) Calculate your results. Who did you get most points with? Are you friends for real?

3. Discuss the results of the quiz in pairs.

1. What did you feel when you found who could make a BFF for you?
2. Do you agree with the result. Why? / Why not?
3. Were there any surprising findings?
4. Will you look at this person differently now?
5. Did you enjoy the questionnaire?

4. Write a short report on the quiz. Use the questions above for help.

Project 

Unit 3. RELATIONSHIPS

Lesson 1. SYLVIA'S MOTHER SAYS...

Communicative area: reporting someone's speech

Active 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 to 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 Galves-
ton ..."

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 Silvie, 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."

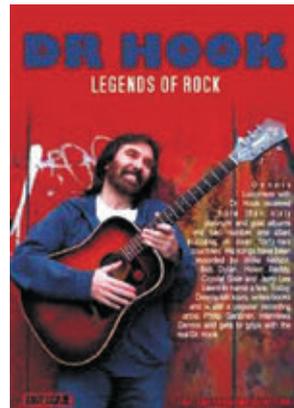
c) 🎧 Listen and check. How many characters are involved in the story?

d) The highlighted phrases 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 lyrics 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 break up) is leaving the town, tries to telephone her to say one last goodbye, 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. 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 "Sylvie, 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



*Dr. Hook, Mrs. Avery (*Am. Eng.*) = Dr Hook, Mrs Avery (*Br. Eng.*)

“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. “I just changed the last name because it didn’t fit. It happened 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.

| | |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Direct speech</p> <p style="text-align: right;">1</p> | <p>1. Sylvia’s mother <i>says</i>, “<u>Sylvia’s busy, too busy to come to the phone.</u>”</p> <p>2. Sylvia’s mother <i>says</i>, “<u>Sylvia’s packin’, she’s gonna be leavin’ today.</u>”</p> <p>3. Sylvia’s mother <i>says</i>, “<u>Please don’t say nothin’ to make her start cryin’ and stay.</u>”</p> |
| <p>Reported (Indirect) speech with a present reporting verb</p> <p style="text-align: right;">2</p> | <p>1. Sylvia’s mother <i>tells</i> him that <u>Sylvia is too busy to talk to him.</u></p> <p>2. Sylvia’s mother <i>tells</i> him that <u>Sylvia is packing and is going to be leaving.</u></p> <p>3. She <i>asks</i> the man <u>not to say anything</u> to her because she might start crying and want to stay.</p> |

| | |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reported (Indirect) speech with a past reporting verb | 1. I called Sylvia and her mother <i>said <u>her daughter was too busy</u></i> to talk to me. 2. Her mother <i>said <u>she was packing and she was leaving</u></i> to get married. 3. She <i>asked</i> me <u>not to tell Sylvia anything</u> to make her start crying and stay. |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

3

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?
- d) 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.

1. Is the highlighted sentence an example of direct or reported speech? 2. What is the reported speech in this sentence: a statement, a question, a request? 3. What was the original question? 4. How does the grammar of the sentence change in reported speech? 5. What reporting verb is used? Why?



Grammar Reference, p. 61.

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: attract, confidence, emotional, improve oneself, mental, mystery, physical, romance

Active 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 something you are about to do;
- you are feeling sleepy or bored with doing something uninteresting?

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) to 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 have a child, and it is 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 ...



Grammar Reference, p. 61 (II).

Lesson 3. THERE IS NO LOVE LIKE THE FIRST LOVE

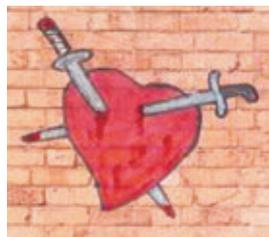
Communicative area: discussing family problems and love matters

Active vocabulary: accept, break someone's heart, date someone, depressed, encourage, get all the credit, heartache, heartbroken, hurt, split up, treat, miserable

Active grammar: reported speech

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

1. Charity ...
2. The one who loves you will ...
3. Love makes time pass ...
4. One who loves the vase ...
5. Love makes a man both ...
6. A life with love is happy; ...
7. Love and let the world know ...
8. There is no love ...
9. Every father should remember that one day his son ...



- a. a life for love is foolish. *Chinese proverb*
- b. hate in silence. *Egyptian proverb*
- c. loves also what is inside. *African proverb*
- d. time makes love pass. *French proverb*
- e. blind and deaf. *Arabian proverb*
- f. also make you cry. *Argentinean proverb*
- g. begins at home. *English proverb*
- h. will follow his example instead of his advice. *Anonymous*
- i. 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.

1. I think I hate my brother.

2. She won't leave me alone.

3. I want to run away.

4. He doesn't understand me.

5. I'm no supermodel.

6. I can't get over the heartache.

7. 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?

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 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 (here) – 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 problem is that we are twins.

5. Hello, EasyTalk. The other day my boyfriend was flicking 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, in fact they never stop. 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 and trying to talk to me anyway. 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.
b) Work in pairs. What would you advise the teenagers, if you worked for EasyTalk?
c)  Listen to the expert's advice. Which of the recommendations do you like best?
5. Match the reported speech sentences from ex. 3a 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?



Grammar Reference, p. 61 (II).

6. 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

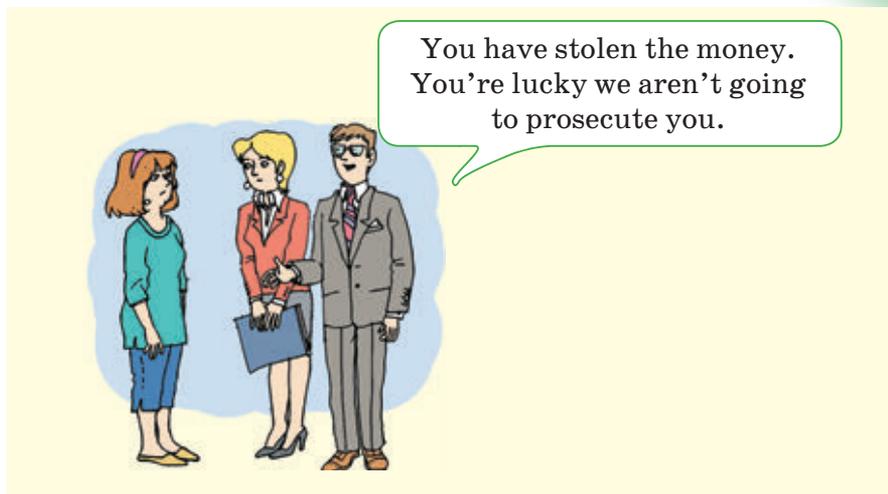
Communicative area: discussing family relationships; expressing opinion; reporting speech and thoughts

Active vocabulary: annoyed, ashamed, consequences, guilty, selfish

Active 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.





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. 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.

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 Lucy to 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? 2. What makes you feel hurt? 3. Have you ever felt ashamed of something you have done? 4. Do you feel guilty about forgetting about someone's birthday? 5. Do you think you are a selfish person? 6. 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: call someone names, disrespectful, pick on someone, rebellious, stand up for oneself, take something out on someone, talk back to someone, temper

Active 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; baby-sitting; going to the dentist; arguments with friends; rules your parents set up for you; housework; not enough sleep; PE class; Maths class; English class; other class; 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; arguments with parents; fight with a boyfriend / girlfriend; loud people; 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:

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

gence 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, friendship 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: cope, coward, gang, jealous, sympathetic, threat

Active 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 ...

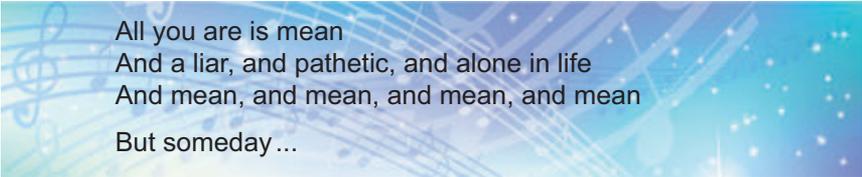
Someday I'll be living in a big ol' city
And all you're ever going to be is mean
Someday I'll be big enough so you can't hit me
And all you're ever going to be is mean
Why you gotta be so mean?

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 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. It was as though he had suddenly walked into a black cloud. He never talked to us about how he was feeling. I think he was too proud to admit that he was being bullied.

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. He didn't tell us the 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. He never told us any of this. 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. 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 told me it was a youth club night that day, and asked for some 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. When we got to him, he was so weak 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 prob-

lems 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 quids."

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?



Grammar Reference, pp. 64–65.

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. 1b 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. She's always putting me down in front of others and even asked my best friend why she was friends with me. 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. I know I sound pathetic but I can't help being this way. 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 until they bruise. I've never been that strong and I haven't got any real friends. Sometimes I just feel like hitting him but I can't do it. 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. First it was just make-up, but now it's money. 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. By feeling embarrassed about this lad's size, you're making yourself keep quiet. 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 undermine your confidence and 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, you'll be no good to them, if you drive yourself into the ground. 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?

Problem 4: I'm really worried that my dad might be having a nervous breakdown. The other day he lost his temper: he got so angry at me for listening to loud music. He has even threatened to beat my mum. He won't admit that anything is wrong and he won't talk about his problems, but I think he needs help. What should 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*?

c) Look at the second photo. It is the same person more than 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 be 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 

Unit 4. HEALTH

Lesson 1. YOUR BODY

Communicative area: speaking about your body and medical specialists

Active vocabulary: chest, jaw, lips, 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 . On each side of the head, there is an , so I can hear. There are two  that let us see the world. The  is for smelling. The mouth has two  for speaking, kissing and keeping food inside the mouth. Inside, the mouth there are  for chewing and a  for tasting food and talking.

The head sits on the  which lets us look to the left and to the right, up and down. Inside the , the  beats day and night. When we eat, the  fills with food. Two  can hug you. Two  and ten  can write and do many other useful things. We also have two , two , and ten . 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 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.

| | | | | |
|-----------|------------|--------------|------------|----------|
| 1. Doctor | 2. Surgeon | 3. Physician | 4. Dentist | 5. Nurse |
|-----------|------------|--------------|------------|----------|

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.

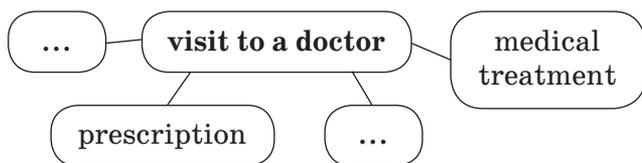
4. a) When you need medical assistance you visit one of the following places: *Hospital, Emergency Room, Intensive Care Unit, Pharmacy*. Talk to your partner and write down the definitions.

b) 🎧 Listen and check.

5. After you've visited a doctor you either get a prescription or medical treatment. Fill in the gaps with the following words and 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. Complete the following mind map. You will be able to fully complete it later.



Lesson 2. I AM IN GOOD HEALTH

Communicative area: talking about medical conditions and illnesses

Active vocabulary: ambulance, ache, burn, a cold, hurt, medicine, pain, painful, painkiller, sore; to be ill with, fall ill

1. Look at the pictures (p. 92). People complain about pain and aches. Match the pictures with the following explanations.



A. My knee hurts.



B. My arm hurts and I've got pain in my shoulder.



C. I've burnt myself.



D. I've cut my finger.



E. I've got a temperature and runny nose.



F. Oh, my back aches.



G. My tooth aches so much!



H. I have a rash all over my face.



I. I've got stomach ache.

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] – 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 subjects sensitively can help prevent a lot of pain.*

Ache [eɪk] 1. if part of your body aches, you feel a continuous pain there that is unpleasant, but not very strong: *Sam's head began to ache.*

3. a) Choose the correct answer.

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, have a frog in one's throat, make no bones about something, (as) 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. (As) 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.

- What is the name of the programme?
- How can you contact the programme?
- What is the telephone number?
- In what succession do the idioms appear in the programme?
- How many people phoned and what were their names?
- 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 write 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?!

Wink 152Lover: 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: Ooooh. Ooooooooooooooh!!!!

TrueFan152: He was pretty confused at first. He was like, "How did you get back here...?"

TrueFan152: But then the rest of the band laughed. They said they liked our spirit.

TrueFan152: 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!

TrueFan152: 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!

TrueFan152: 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. Roleplay 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, fill a tooth, fluoride, gums, hygienist, plaque, shot, take X-rays, treatment

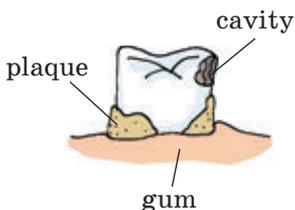
Word building: suffix *-ist*

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?



teeth



toothpaste with fluoride

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.

special + *ist* = specialist

hygiene + *ist* = hygienist



Grammar Reference, p. 67.

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 rotten part of a tooth. It does not hurt to get an X-ray and it takes only a few seconds. The dental hygienist will place a thick blanket over your chest (to protect your body from the high-energy waves) and put a piece of plastic (that holds the X-ray film) into your mouth. As you gently bite down on the plastic, you'll have to be very still for a few seconds while the dental hygienist snaps the picture.

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 are in the dental chair, the dentist will give you a tiny **shot of an anesthetic**, 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:

- visit a dentist twice a year
- 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 plaque is
- 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) 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 and writing about fighting the flu, writing an article

Active vocabulary: cough, flu, headache, sneeze

1. a) Look at the pictures (p. 101) and say what might have happened to this person.



b) Answer the questions.

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

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 table.

c)  Listen to the programme again and complete filling in the table. Copy it into your notebook.

| <i>What should one do to fight the flu?</i> | <i>Why is it important?</i> | <i>When do you do it?</i> |
|---------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Get the flu vaccine | | after using the bathroom; after coughing or sneezing; before putting in or removing contact lenses; before using make-up; before eating or preparing food; when you come home from school or anywhere else; where you're around a lot of people. |
| | Flu viruses travel through the air, so try to stay away from people who look sick. | |

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

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 handling something with germs on it then putting their fingers in their mouths, touching their noses or touching food that then goes into their mouths or even from rubbing their eyes.
10. 50% of people do not wash their 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.

Hgiene 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 it at home, on public transport, at work place and 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 at home are people, food, 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 i.e. to eliminate germs before they can spread further. Infection can result from direct transfer from surfaces through hands or food to the mouth. Hygienic 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 table.

| <i>Hygiene</i> | <i>Who is responsible?</i> | <i>What do people do?</i> |
|----------------|----------------------------|---------------------------|
| Medical | doctors | ... |
| Home | ... | ... |
| Respiratory | ... | ... |
| Food | ... | ... |

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.

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

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



a blister

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 They're both pretty shook up. 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 sniffing 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. Do you sometimes lose sleep when you are tired? 3. Have you ever thought that these are the symptoms of stress? 4. What do you think stress is? 5. 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 by activating the nervous system and specific hormones. These 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 over a long period. 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. Here are some of the things that can influence the body's ability to cope if they continue for a long time: being bullied or exposed to violence or injury; 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 cause 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 a little 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? The most helpful method of dealing with stress is learning 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 (not to mention put a lot of pressure on them!). 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 make the best of stressful circumstances.

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. Feeling capable of solving little problems builds 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. Researchers have identified the qualities that make some people naturally resilient even when faced with high levels of stress. 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 

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. a)  Listen to the poem and repeat after the speaker.

b) Look through the poem and make a list of things that help a person to be healthy.



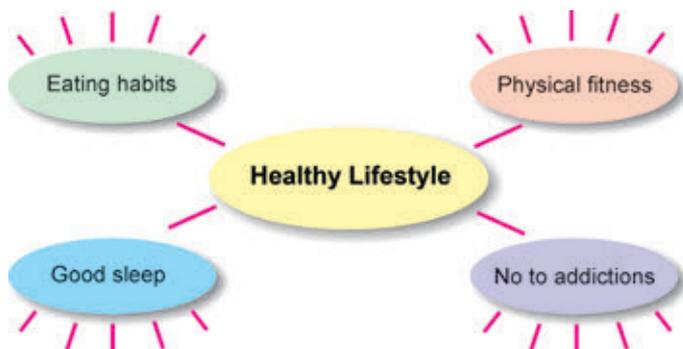
The best six doctors anywhere
And no one can deny it
Are sunshine, water, rest, and air
Exercise and diet.

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 quoted by Wayne Fields, "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 the words from your list 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 per day.
- **Drink water!** Good old H₂O is the 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-ups* as your maximum, try going for 12! Little challenges like this keep your body nice and fit.
- **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 a while. 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...

* **push-up** (Ам.Е) отжимание (на руках) / аджыманне (на руках)

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 tips from ex. 4c.

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.



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.

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

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

1. The food pyramid shows very little fat. Why? 2. What about fruit and vegetables? 3. How much bread should I eat 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 every day. 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 a 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 every day, do it. But go for low-fat milk. (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

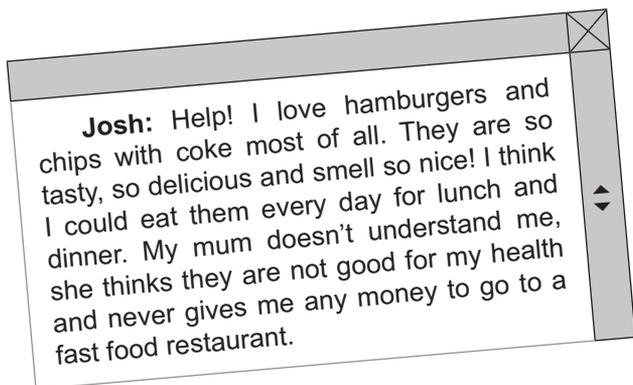
Active vocabulary: additive, artificial, calorie, flavour, flavouring, junk, nutrient, nutritious, overweight, preservative, smart

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

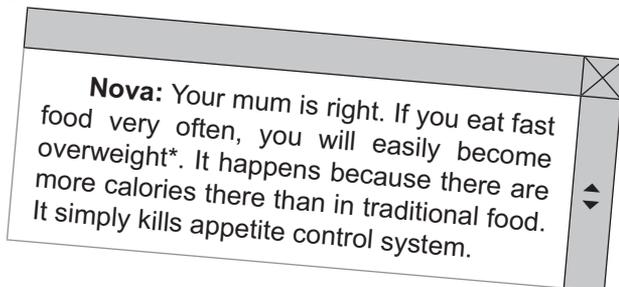
1. Do you like fast food?
2. What do you prefer: a hamburger or fish burger with chips or home-made fried potatoes with meat or fish? Is home-made food better than fast food?

b) Say if your partner prefers smart (home-made) 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.



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 system.

* **overweight** [ˌoʊvə'weɪt] – heavier than you should be

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.

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. 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** colourings, **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. Roleplay a dialogue. It's lunch time. S1 wants to have fast food. S2 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 117 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**, follow 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.

good (adj) – **well** (adv) **bad** (adj) – **badly** (adv)

hard (adj / adv) *трудный, трудно* –
hardly (adv) *едва, едва ли*

b) Read the text again and pay attention to the words in bold. What do they mean?



Grammar Reference, pp. 67–68.

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.



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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 *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 *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 *Points* __
- 7.** Do you engage in active work around the house like vacuum-cleaning or gardening?
Yes: 1 point
No: 0 points *Points* __
- 8.** How many strength training sessions have you participated in during the past week?
Give yourself 1 point for each. *Points* __
- 9.** Do you know your: heart rate? cholesterol level? blood pressure? ideal weight?
Give yourself 1 point for each “yes”. *Points* __
- 10.** What kinds of food 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 *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: __

Points __

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 program 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.

6. Work out your personal fitness plan and write it down. Do you think it is easy or difficult to follow this plan?

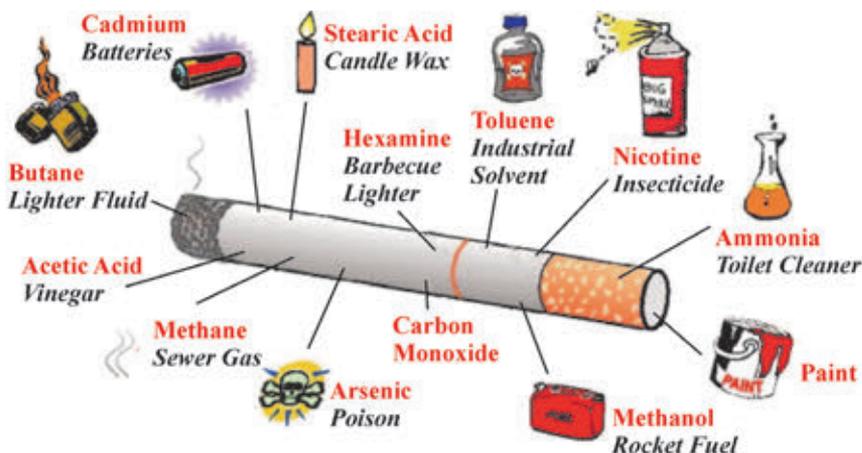
Lesson 5. NO SMOKING, PLEASE

Communicative area: speaking about the danger of smoking

Active vocabulary: carcinogen, chemical, contain, decrease, habit, 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.

Chemicals found in cigarettes

| Chemical ['kɛmɪk(ə)l] | Where it is usually found | What it causes |
|------------------------------------|---------------------------|----------------|
| Hydrogen ['haɪdrədʒən] | | |
| Cyanide ['saɪənaɪd] | | |
| Nicotine ['nɪkətɪn] | | |
| Acetone ['æsɪtəʊn] | | |
| Formaldehyde [fɔ:(r)'mældɪhaɪd] | | |

b) Read the text again and find the 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 [ɪn'sektɪsaɪd] 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.

increase – увеличивать / павялічваць
decrease – уменьшать / памяншаць



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 under 2 years of age can get bronchitis and pneumonia [nju:'mæniə].

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 condition 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 doctors 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 doctors 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 the comparative structure *the ... the* to say that things change together.



– Year 9 → Unit 3 → Grammar exercises.

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) 🎧 Listen to the telephone conversation and answer the questions.

- Who is Jane talking to?
- What does Mary think the problem might be?

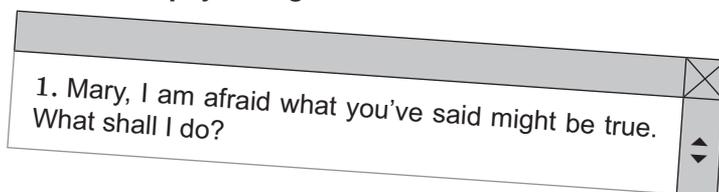
b) 🎧 Look through the list of the signals and say which of them have been mentioned in the conversation. Listen to the conversation again and check.

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?*



2. Jane, you cannot really help someone who has an addiction. That person has to help himself. All you can do is to 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* 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 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; tobacco; inhalants, like sniffing glue or petrol. But people can also become addicted to behaviours, which take

* **withdrawal** [wɪð'drɔ:əl] **symptoms** – физические или психические расстройства, возникающие после прекращения приёма наркотика / фізичні ці психічні растрійствы, што ўзнікаюць пасля спынення прыёму наркотыку.

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, fall asleep, get, get across, get along, get back, get in, get through, get to, get together, 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.**

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?
7. What happens to a person who doesn't sleep enough?

3. a) Read the first paragraph of the text in ex. 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 a 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.*



– Year 9 → Unit 3 → Close test.

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

Sleep is food for the brain. During sleep, important brain activity and body functions happen. Sleeping little can be harmful. 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.

teen = teenager

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 infor-

mation like names, numbers, your homework or a date with a special person in your life;

- contribute to skin problems;
- lead to bad behavior such as shouting at your friends or being impatient with your teachers or family members;
- make you eat too much or eat unhealthy food like sweets and fried food 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.
- Having caffeine close to bedtime can hurt your sleep, so avoid coffee, tea, coca cola and chocolate 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. Have quiet, calm activities, and you'll fall asleep much more easily!
- 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 (this will leave you extra time in the morning), or reading a book.

- 4. Make an outline of the text and write a short summary of the text.**
- 5. Make a two-minute speech in favour of good sleep.**

Lesson 8. POSTER PRESENTATION

Communicative area: speaking about a healthy lifestyle

1. a) Look at your mind map in your notebook (Lesson 1). 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 (see p. 139). 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.
4. Answer the questions.
 - What information about 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.

Project 

A Healthy Lifestyle...



It's your choice!

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 food every day.
- Have regular meals and snacks.
- Eat less junk food.

Feel Good About Yourself!

- Healthy bodies come in many shapes and sizes.



Unit 6. LEISURE

Lesson 1. RIDING A HOBBY HORSE

Communicative area: talking about hobbies

Active vocabulary: beatboxing, gadget, money-consuming, remote control, scrapbooking, stress relief, time-consuming, volunteering

1. Discuss the questions below in pairs.

1. What do you think some of the most popular hobbies that people have are? 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 (Do It Yourself):** cooking, dollhouse ...

Charity: dog shelter ...

Musical Instruments: guitar ...

Traditional Craftwork: knitting ...

Do you want to – **Dance:** ballet and tap dance, ...

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. DEGGAT 4. XINGBE-BATO 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 people who are 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 class think the same? Ask your classmate if your idea was right.

Lesson 2. DO THE BEAT

Communicative area: making deductions

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'.



Step 2. The closed hi-hat {t}

Make a simple “t” sound but have your teeth closed or lightly closed. The closed hat is used as the basis of most beats. You can also do successive hi-hats by making a “tktktktk” sound, using the mid-back of your tongue to make the “k” sound.

Step 3. The classic snare drum {p}

The simplest way of making a classic sound is to say the letter ‘p’. To make the ‘p’ sound more interesting and more snare-like, most beatboxers add a second sound to the initial ‘p’ sound: pf pspsh.

Step 4.

Combine the three sounds into an 8-beat such as this: {b t pf t / b t pf t} or {b t pf t / b b pf t}

2. a) Look at some of the music vocabulary and match the terms with their definitions.

a set
Dubstep
YouTube
workshop
do impressions
a cover

a genre of electronic dance music, originating from London, UK
to copy the way another person speaks or behaves in order to make people laugh
a continuous performance, a period of play
a recording of a song that was first recorded or made popular by somebody else
an educational seminar for a small group
a video-sharing website

b)  Listen to an interview with Nick Wishard, 18, Minnesota Amateur Talent Contest winner. Answer the questions below.

1. What's Nick's talent?
2. Is it work or hobby for him?
3. What are Nick's plans for future?

3. a)  Listen to the interview again and complete the statements below.

1. By the way, beatboxing (1)... an enjoyable hobby for anyone as it's neither time nor money consuming. 2. The biggest influence on me (2)... Reeps One. 3. I'm awful at singing so I try to avoid it in my set, but you (3)... me sing a cover of Pony by Ginuwine. 4. You (4)... serious.

b) Answer the grammar questions below.

1. What modal verbs are used to express probability in English?
2. Which of them express certitude or a high degree of probability?
3. Which modal verb expresses a lower degree of certitude?



Grammar Reference, p. 69.

c) Now look at the sentences in ex. 3a again. Discuss in pairs.

Say in which statement(s) Nick sounds 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.

It must be
It could be
It might be
It can't be

- a) a drum set
- b) beatboxing
- c) beatboxing and flute
- d) beatboxing and harmonica
- e) beatboxing and singing
- f) a girl beatboxing

Lesson 3. WHERE YOU STAND

Communicative area: describing a hobby, giving recommendations

Active vocabulary: outdoorsy, skilful, technical, thorough

1. a) Discuss the questions below in pairs.

1. What do you do in your free time? 2. How much time do you usually spend on your hobbies? 3. Have your hobbies changed throughout the years? Why? 4. How did you choose what hobby to take up? 5. Are you happy with your hobby or would you like to try something new? 6. What hobby do you think would suit you and your partner?

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 Belarusian sport heroes.
 - a. Victoria Azarenka, former world No 1 tennis player, of course!
 - b. I don't remember the names, but I know that the 2014 hockey world championship was held in Minsk.
 - 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 'my time' and social life.
 - c. Are you kidding? If it were up to me, I wouldn't go to the mail box 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. Some examples follow. Enjoy!

1 – adventurous, 2 – artistic, 3 – skillful, 4 – generous, 5 – history-loving, 6 – independent, 7 – thorough, 8 – musical, 9 – nature-loving, 10 – outdoorsy, 11 – patient, 12 – social, 13 – sporty, 14 – technical, 15 – creative.

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, bonsai or drawing comics.

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, skillful, 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 groupmates 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 roleplay it in front of the class.

Lesson 4. HOBBY STATISTICS

Communicative area: giving advice

Active vocabulary: encourage, discourage, participate

1. a) Read the poem below and guess what the rediscovered hobby is.

Old Hobby

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!

After Elisabeth Jane Squires

- 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 teens' 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 neighbourhood asking people if they have a mystery to solve," said Senior Colin Daniels. Some people have very 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).

Fifty-six percent say others don't **encourage** or support their interests.

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 of 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? / 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 the answer to give.

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*, etc...

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 their hobby is 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 roleplay 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 groupmates 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)



blobby (*adj. from blob* – soft shapeless mass)



knobby (having knobs – a rounded control switch)

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. Can you guess what rhythm you were practising at the beginning of the lesson?

A limerick is a kind of a witty, humorous, or nonsense poem, especially one in five-line metre 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.

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.

There once was a boy named Bobby
Who had a fantastic hobby,
He rode his bike fast
But always came last
Because he was a lazy bone Bobby.

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."

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.

- 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. Line 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: fancy dress, fundraising, housewarming

1. a) Work in pairs. Make a list of as many types of parties as possible.

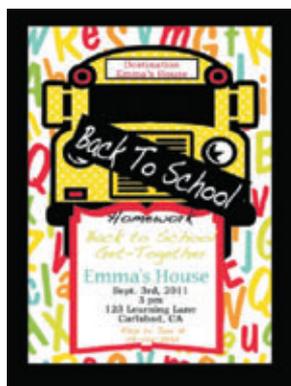
E.g.: *Christmas party, pyjamas party, etc.*

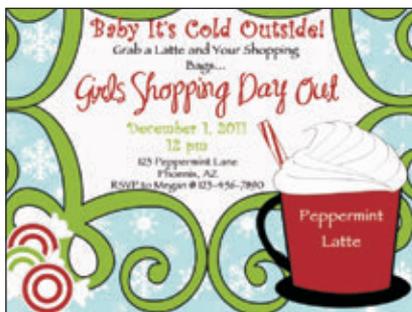
b) Discuss the questions below in pairs.

1. What kind of parties have you been to? 2. Have you ever hold a party? Who organized it? Did it go well? 3. Have you ever got or sent party invitations? Were they bought or hand-made?

2. a) Look at some information about Alice Clark and some popular invitations from her website. Do you think Alice's 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 things 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, housewarming, 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 a black tie, business casual. Also, inform the guests if your party has theme such as the 60s or a pyjama 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.

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.

Tips:

Sound excited!

If your words are dull and lifeless, then 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 your party doesn’t have a central theme, you can still invite guests to wear their best tropical shirt, baseball hat, or concert T-shirt 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, police coming in the middle of the party, 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 table into your notebook and complete it.

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------|--|--|
| party time and location number of guests food and drinks activities atmosphere speaker's mood end of the party | | |
|-------------------------------------------------------------------------------------------------------------------------------------|--|--|

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 

Unit 7. ENTERTAINMENT

Lesson 1. THEATRE, CINEMA, MUSEUM...

Communicative area: giving opinion

Active vocabulary: antiques, audience, comedy, display, motion pictures, movie, performance, the Renaissance, sculptures, set, 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 museum in evidence was Ennigaldi-Nanna's museum, dating from 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 BCE, 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 as an **audience** member 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 in 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 Lumière 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) opened exclusively for showing **motion pictures** was Vitascope 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) Read 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 specially for showing films.

4. a) Match the definitions below to the words in bold in ex.3a.

1. The period of cultural rebirth from the 14th through the middle of the 17th century that originated in Italy and later spread throughout Europe.
2. The act or style of performing a work or role before an audience.
3. Objects belonging to ancient times, especially of ancient Greece or Rome.
4. A dramatic or other work of light and amusing character.
5. The spectators or listeners assembled at a performance, for example, or attracted by a radio or television program.
6. A form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement.
7. The scenery and special objects used in and identifying the location of a stage or television production, film, etc.
8. To present to public or hold up to view.
9. A three-dimensional work of plastic art created by shaping stone or wood or any other hard material.
10. Any dramatic or literary composition dealing with serious themes and ending with disaster.
11. A film; motion picture.

b) Complete the sentences below with the words in bold from the texts. Put the words into correct form.

a) David, by Michelangelo is a masterpiece of b) All ... are finished by a death, all ... are ended by a marriage. c) He collects d) They worked all night painting the ... for the morning e) The Metropolitan Museum is ... Goya's works this month. f) Professor Valentine Dorrimore, the hypnotist, had a large ... last night. g) 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: expect, expectations, plot, soundtrack, 3D

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. Don't go for the traditional movie version; it's worth every penny to see it in the **3D**. If you think this movie isn't your "type", you are wrong. *Avatar* will suit all movie-goers from many genres. Do 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 details 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. The amazing **soundtrack** that included Leona Lewis' beautiful rendition of "I See You" was 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. Neytiri, played by Zoe Saldana, and Dr. Grace, played by Sigourney Weaver, are two of the characters we follow through the movie.

As the character's development continues, the story switches between the natural world and Pandora. In Pandora the actors get a break as the special effects take over. The carry-over to the fantasy world seems so real, it's almost believable that such a world as Pandora exists. The movie seems never-ending. The overall story seems like any other old story we've all seen before. 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 *Colors* 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 downsides 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. Likeable by almost every audience, it will continue to astonish every viewer. 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 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 she 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

* **colours** (*Br. Eng.*) = **colors** (*Am. Eng.*)

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? / 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 were right. Then change roles.

Lesson 3. FUTURE OF CINEMA

Communicative area: collecting and analysing statistics

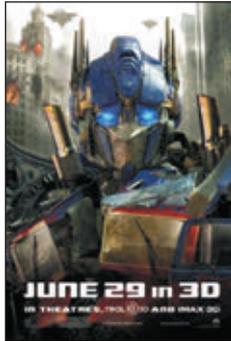
Active vocabulary: sequel

1. a) Match the film titles to the posters.

1



2



3



Harry Potter and the Deathly Hallows: Part 2
Transformers: Dark of the Moon
Pirates of the Caribbean: On Stranger Tides

b) Discuss in pairs.

1. Have you watched any of the films above?
2. Can you name other films of the series?
3. Did you watch the films in 2D or 3D format?
4. 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's interview 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. Read the statements. Are they about theatre or cinema?

1. ... tends to be more, let me say, aristocratic while ... is aimed mostly at mass audience. I doubt that any film will be around as long as a play written in the nineteenth century.
2. The major difference, though it sounds strange, is in the fact that ..., as you probably meant to say, 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.
3. 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.
4. ... 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.
5. 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.
6. 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.
7. ... 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's 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 per-

formance different? 6. Which of the statements prove that theatre is here to stay? Do you agree? Why?/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 very 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 that everybody in the audience fell about laughing at for no reason at all. If people behaved that way in real life, everybody would think they were mad. They don't talk normally, or walk normally. 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 be completed by the statements in ex. 2?
4. Are there any ideas that seem absurd or silly to you?
5. Which statements sound as if you could have said them?

c) Read 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

Communicative area: explaining, analysing

Active vocabulary: celebrity

Active grammar: types of infinitive

1. a) Look at the poster below. Find the following information:

| | | |
|--------------------------|--------------|--------------|
| Title of the performance | Dates | Ticket price |
| Type of the performance | Plot | Director(s) |
| Author of the play | 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 performance 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 girls' 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 19-30 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?/Why not? Would you go and watch the performance if you had a chance? Why?/Why not?

3. a) Look at the words in italics in the article. What verb forms are they?

b) Study the grammar information and answer the questions below.



Grammar Reference, pp. 70–73.

1. What are the active infinitive types? 2. What does the passive infinitive express? 3. Which types of the infinitive are most frequently used? 4. How do you make a) a Simple Infinitive; b) a Continuous Infinitive; c) a Perfect Infinitive; d) a Perfect Continuous Infinitive; e) a Simple Infinitive Passive f) a Perfect Infinitive Passive? 5. 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* (Vocal and choreographic performance in one act)

Aida *Giuseppe Verdi* (opera in 4 acts)

Wild Hunt of King Stakh *Vladimir Soltan* (opera in 2 acts)

The Fountain of Bakhchisarai *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 Bakhchisarai, 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 commissioned by Egyptian government and composed by Verdi in 1870. It was dedicated to the opening of the Suez Canal. The action takes place during the war

between Ethiopians and Egyptians. Dramatic events develop 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, 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) Polesnye, 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 Yanovsky, once rich and noble family. 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 mentioned 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?

Carmen, Anton Bonachich, Shalyapin, Mihail Podgorny, Eugene Tsikotsky, Eugene Onegin, Iosif Langbard, Žmitrok Biadulya, Alesya, Pyotr Tchaikovsky, Boris Godunov, Modest Mussorgsky, Otello, Verdi, Sadko, Nikolai Rimsky-Korsakov, Eugene Glebov, Jury Semenjako, Vladimir Soltan, Puccini, Alexander Borodin

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.

| | | | |
|----------------------|-------------------------|---------------------------------|---------------------|
| history began | (date, location) | first national ballet | (date, performance) |
| theatre opened | (date, performance) | World War II | (activities) |
| the modern building | (date, architect) | new season opened | (date, performance) |
| first opera staged | (performance, composer) | Eugene Glebov | (job, works) |
| first ballet staged | (performance, composer) | theatre repertoire | (examples) |
| first national opera | (performance, composer) | theatre building reconstruction | (date, changes) |

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 Belarussian 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 Eugene Glebov.

6. The most popular performances in Belarus are the opera *Prince Igor* by Alexander Borodin, *Carmen* by Bizet, *Traviata* by Verdi and, certainly, Russian opera smash hit *Eugene Onegin* by Pyotr 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 to restore the history of the National Academic Bolshoi Opera and Ballet Theatre of the Republic of Belarus 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: fabulous, incredible, outstanding, spectacular, stunning, terrific

1. a) There are so many ways of entertainment around. If you had a spare day, would you go to a museum? Why?/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

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), in 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 artworks 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 works 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. Some have been painted in bright vibrant colours, while others are black and white. His paintings incorporate many styles and types of art. In some he only uses numbers

or letters to express his ideas, while in others he paints using strokes of the brush to carry the images in his mind. 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.

I've been to many gift shops in museums in DC and the Newseum has one of the best. There're a lot of goods and most of them are high quality. Prices are high – one T-shirt I liked was \$20. I might have bought it if it were \$10.

*DC – District of Columbia

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 another, the Newseum showed cultural treasures in clear and interesting ways.

I strongly recommend visiting the Newseum.

The Computer Museum

The Computer Museum is the only museum of its kind, its brochures explain. Whether or not it is, 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. The exhibits are all clear and easy-to-use. Not only are there lots of great exhibits, but The Computer Museum solves one of the main problems with museums: 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.

1. What type of museum is it? 2. What is the idea or aim of the museum? 3. Where is it located? 4. What does the main

collection demonstrate? 5. What exhibits or activities did the reviewer enjoy? 6. What did the reviewer find especially exciting? 7. Where there any disadvantages or weak points? 8. What's the reviewers overall opinion? 9. Who can this museum be recommended to?

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.

c) What do you consider stunning? spectacular? terrific? fabulous? outstanding? incredible?

5. Find the phrases that help the reviewer express his/her 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: discussing

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 or time period.

Examples: The Henry Ford, Smithsonian's 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.

Examples: 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.

Examples: 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.

Examples: The Farmers' Museum, Greenfield Village,...

Maritime Museum: Museums that focus on water-related topics such as boating, shipwrecks or whaling.

Examples: Mystic Seaport, Chesapeake Bay Maritime Museum,...

Science Center: Museums that focus on science. They feature interactive exhibitions relating to scientific themes.

Examples: Great Lakes Science Center, The Exploratorium,...

Natural History Museum: It explores topics such as dinosaurs, animals, fossils, and native peoples.

Examples: The Field Museum, Smithsonian's Museum of Natural History,...

Aviation Museum: An aviation museum focuses on the history of aircraft, aviation and flight.

Examples: 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 programs to preserve endangered species.

Examples: 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. The British Museum
2. Metropolitan Museum of Art
3. Museum of Modern Art (MoMA) NY.
4. Vatican museums.
5. Smithsonian museums.
6. Galleria degli Uffizi.
7. The Louvre.
8. Musée d'Orsay.
9. Museo del Prado.
10. Tate Modern.



The Louvre



Museo del Prado



Metropolitan Museum



British Museum

b)  Listen to Mark Broadhead, *Lonely Planet* author, talking about the top 10 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 by 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 mentioned 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 

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Учебное пособие для 9 класса гимназий
с белорусским и русским языками обучения

С электронным приложением

В 2 частях

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| 20 / | | | | |
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