



ENGLISH

Student's Book

9



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АНГЛИЙСКИЙ ЯЗЫК

Учебное пособие для 9 класса
учреждений общего среднего образования
с русским языком обучения

С электронным приложением

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Правообладатель Вышэйшая школа

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UNIT 1

FAMILY RELATIONSHIPS

Lesson 1. Happy families are alike

1. Look at the four pictures and read the definitions below. Answer the questions.

1. Which of the families is extended? Which is nuclear?
2. Which is a single-parent family? 3. What relatives does each of them include? 4. Which one do you think shows a typical family of your country? Why do you think so?



a **nuclear** ['nju:kliə] **family** – is a married family (a husband and wife) and their children.

an extended [ɪk'stendɪd] **family** – in modern Western culture the word refers [rɪ'fɜ:z] to (относится к) grandparents, uncles, aunts, and cousins, in addition to a nuclear family whether they live together within the same household or not. In other cultures, it may refer to a family in which several generations (несколько поколений) live together within a single (one) household.

a **single-parent** ['sɪŋɡ(ə)l 'peərənt] family is **one-parent family**.

2. Think of a perfect family. Choose five things from the list, which you associate with a perfect family. Compare your list with other students'.

Friendship, big, united, love, happy, spend a lot of time together, comfort, respect, care, home, understanding, pleasure, support.

3a. Work in pairs. Interview your classmate. Use the questions below.


- How big is your family? How many members are there in your family? In your extended family?
- Have you got any brothers or sisters? If so, how old are they?
- What's the best thing about your mum / your dad / your **siblings** / your grandparents?
- What do you and your family like doing together?
- What is the best memory (воспоминание) you have of your family doing something together?

siblings ['sɪblɪŋz] – someone's sisters and brothers

3b. Report to the class what new facts you have learnt about your partner's family.

Help box

I've learnt that... I was surprised that... It was interesting to learn that...

4a.  Listen and read along what students wrote about their families in a teenage magazine. Are they all happy?

Alice (14)

I adore being with my family. My parents are my real friends and they certainly mean a lot to me. They always help me

in difficult situations. It's fun to spend time together. My family is very important to me. I think it's nice to have someone you can **rely on** and share all your experiences with.

Brian (13)

I'm lucky to have such a wonderful family. We spend a lot of time together, play together, and watch TV together. We are a **close-knit** [ˌkləʊs'nɪt] **family** and we would do anything for each other. After all, without a family you have nothing – that's my opinion.

Liz (15)

We are in the same class at school and we have the same friends. Well... we aren't exactly the same – she's taller and thinner than me. And we also have different characters. If you have a twin (близнец) you are never lonely – there's always someone to talk to, someone who will come to you if you need a **shoulder** [ˈʃəʊldə] **to cry on**.

Andy (14)

Most people think that a perfect family is the one with many children and I absolutely agree. I'm the youngest of five children. It's great to feel that there are so many people who can help you sort out your problems. Besides, I think that people who have a strong family behind them feel more **secure** [sɪ'kjʊə] and **confident** and can **deal with** life better.

Alex (15)

Though we are only two – my mum and me, I'm lucky to have such a close-knit family that sticks together. Of course, you need your family's **support** to rely on. We really **get on well** with each other, spend a lot of time together, which is fun.

4b. Read the text again and match the words in bold with their translations. Use the definitions as well.

1. **rely** [rɪ'laɪ] **on** (v) – trust somebody to do smth for you

- a) сплоченная семья
- b) ладить с

2. a **close-knit** [ˌkləʊs'nɪt] **fami-ly** – made up of relatives who do a lot of things together and care for one another

3. a **shoulder** [ˈʃəʊldə] **to cry on** – someone who listens to you when you talk about your problems

4. **secure** [sɪ'kjʊə] (*adj*) – safe from any kind of attack

5. **confident** [ˈkɒnfɪd(ə)nt] (*adj*) – feeling sure about your own skills and abilities

6. **deal** [di:l] **with** (*v*) – take action and solve a problem

7. **support** [sə'pɔ:t] (*n*) – help and approval (одобрение) that you give to somebody or something (an idea, a plan); **support smb** (*v*)

8. **get on/along well with** (*v*) – have good relations (отношения) with someone

с) полагаться на

d) поддержка

e) «жилетка», чтобы поплакаться

f) справляться с чем-либо, иметь дело с кем-либо

g) защищенный

h) уверенный

5a. Read 1–2 sentences from the teenagers' statements to prove that they have happy families. Work in pairs.

5b. Read the article again and choose 10 things, which make a family happy. Use the vocabulary from ex. 4b and ex. 2. Work in pairs.

6. Fill in the missing words from ex. 4a and answer the questions. Work in pairs.

Do you think you have a (1)... family? Do you get (2)... with your family? Who's the easiest to (3)... with in your family? Can you (4)... on your family members? Do you agree that a friendly family can make you more (5)... and (6)... ? Why? Are you always ready to (7)... your family if someone needs a (8)... to cry on?

7. ✍️ Write a short essay 'All happy families are alike...' Leo Tolstoy, 'Anna Karenina'.

Lesson 2. Can you recognize true beauty?

1a. Look at the pictures. Who's got freckles, a pony-tail, straight hair, curly hair, wavy hair, blond(e) hair, glasses?

Model: The girl in picture A has got ...



1b.  Listen to the descriptions and guess which pictures are described.

she's in her early thirties ['θɜ:tiəs] – in her mid-thirties – in her late thirties

2a. Read the descriptions and match them to the other pictures (ex. 1a). Guess the meaning of the words in bold.

1. This person is a young adult with long straight brown hair and **hazel eyes**. She's got full lips and a wide **forehead** ['fɒrɪd].
2. This person is in his mid-fifties. He's got an oval face and he's **going bald**.
3. This person is in his mid-teens with **spiky hair**. He's got an oval face, thick eyebrows and full lips.
4. This person is old with brown eyes and a **moustache** [mə'sta:ʃ]. He's wearing an old-fashioned hat.
5. This is a middle-aged gentleman who's wearing checked clothes and glasses. He's got a long **beard** ['biəd] and a moustache.
6. This is a young lady with **long eyelashes** ['aɪləʃɪz] and flowers in her blonde hair. She's got a small nose, a long face and has a lot of **make-up** on.

2b. Describe the two people in the photos who haven't been described.

2c. Do you know any people who

- have got hazel eyes, a wide forehead, spiky hair, a moustache, a beard, long eyelashes?
- wear make-up?
- are going bald?

Are there people like that in your family?

3. Play a game. Write a description of a well-known person (or one of your classmates). Let your classmates guess who the person is.

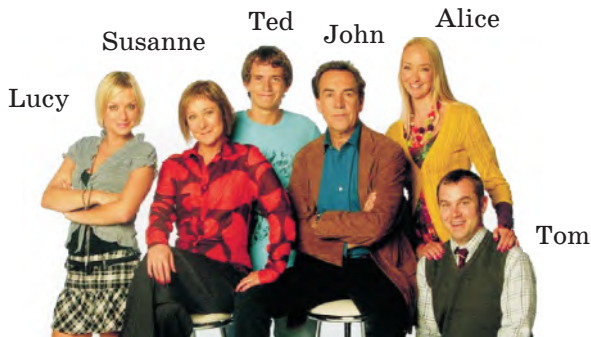
4. Describe the appearance¹ of your family members.

¹appearance [ə'piərəns] – внешность



Lesson 3. Relationship is built around personalities

1. Look at the picture and guess who



is **sentimental**, is **charming** and attractive, is interested in fashion (мода), is very rich, is crazy about studies, is **full of beans**, is crazy about shopping, is the **breadwinner** in the family, has a lot of interests, likes jogging, has no children, works from home¹, is **strict**, likes surfing the Net

sentimental [ˌsentiˈment(ə)l] (*adj*) – feeling sadness, love, etc.

charming [ˈtʃɑːmɪŋ] (*adj*) – very attractive

to be the breadwinner [ˈbredˌwɪnə] – earn money

to be full of beans [biːnz] – be very energetic

to be strict [strikt] – make other people follow one's rules

to take after somebody – look or behave like an older relative

2. Now listen to Ted describing the photo of his family and check your predictions. Guess who is missing in the photo.

¹ works from home – works at one's house instead of the office

3.  Listen again and fill in the missing words.

My name's Ted. I come (1)... New Zealand. I'm 15 and I'm a student. You can see me (2)... the photo. I'm the youngest of the two children.

And this is my family. My mum Susanne. She's in her (3)... thirties. She's tall and has fair hair. She works from home but that doesn't mean you will always find her there. She's very energetic, talkative and crazy (4)... shopping.

This is my dad, Tom. He's in his (5)... forties. He's a businessman. Five years ago he set up a building company here in Wellington. He's also a very energetic man, (6)... **of beans**. I think he's the **breadwinner** in our family. I don't think he's got any special hobbies but he enjoys reading books (7)... history. He's athletic and likes to play rugby.

Then this is my elder sister Lucy. She's nineteen and she's a medical student (8)... Wellington University. She's (9)... about her studies and spends most time reading books. She's really friendly and understanding. She's as **charming** and attractive as our mum. She's got wonderful impressive eyes and a winning smile. She likes expensive things and can't (10)... boring people. And, you know, I sometimes think she talks too much.

This is my grandad John. My father and I **take** (11)... him. He's really kind-hearted. Something interesting about him is that he's got a lot (12)... interests. He likes reading, travelling (every summer he takes us to a few picturesque places), doing yoga, jogging and, can you imagine, – surfing the Net!

I've also got a granny, Mary (13)... name. I think she's in her (14)... sixties. She used to be a college teacher but she is retired now. Though she looks a bit **strict** she's really kind-hearted and soft. Sometimes I think she's too **sentimental**, especially when at family occasions she tells us how she was bringing (15)... her children with love and care. She likes gardening and spends a lot of time growing vegetables and flowers.

And finally, this is my cousin Alice. She isn't married and she has no children. She's (16)... her mid-twenties and she's a successful TV presenter. She's very rich, I think. She's interested (17)... fashion and cars.

4. Are these statements true or false about Ted's family? Correct the false statements.

1. Ted takes after his dad and granddad. 2. His mum is in her mid-forties. 3. Ted's sister is the breadwinner in the family. 4. His elder sister is crazy about shopping. 5. His dad is crazy about playing rugby. 6. His granny is very kind-hearted and soft. 7. His granny works from home. 8. His granddad is interested in surfing the Net. 9. His cousin is married with two children. 10. Mary used to be a teacher and she's retired now.


5a. Make a list of words Ted used to speak about his family members: copy and fill in the chart below.

	personality	interests and hobbies
Mum	energetic, ...	
Dad	breadwinner, ...	
Lucy	friendly, ...	
Granny	sentimental, ...	
Granddad	kind-hearted, ...	
Cousin	successful, ...	

5b. Play a game. Talk about each person in Ted's family. Let your classmates guess.

6a. Make a list of words and phrases from the chart you would use to speak about your family.

6b. Work in groups of 3–4. Speak about one person from your family. Can the others guess who it is? Find the most interesting description in the group.

7.  Make a family tree. Describe your family members. Speak about their appearance, personality, interests and hobbies. Use the vocabulary of the lesson.

Lesson 4. Spend quality time together!

1. Answer the questions in pairs. Do you have anything in common?

1. Do you spend much time with your family? 2. How much time do you think parents should spend with their children? 3. How do you usually spend weekends with your family?

2a. Conduct a survey about the next weekend. Each student chooses and asks his/her classmates one of the following questions.

1. Do you think you will spend your next weekend at home?
2. Are you going to have a meal out with your parents at the weekend?
3. Where do you think you will spend your next weekend?
4. Are you going to the country next Sunday?
5. Are you having a family party at the weekend?
6. Do you think you will help your parents about the house at the weekend?
7. Are you going to the cinema with your family on Saturday?
8. Do you think you will have a picnic at the weekend?
9. Are you going to celebrate someone's birthday?
10. Are you going shopping together at the weekend?

2b. Report your findings.

Help box

One person ... Three people ... Most of my classmates ... Few people ... A few of my classmates ... None of them ...

Grammar revision

Expressing future actions


• Match the sentences (1–3) with their meaning (A–C).

1. (Five) people think they will spend their weekend at home.
2. (One) person is having a family party.
3. (Three) people are going to have a meal out with their parents.

- A. The speaker or the person spoken about has *a pre-arranged, planned action for the near future*.
- B. The speaker or the person spoken about *intends* (намеревается) *to do something in the future*.
- C. The speaker or the person spoken about *is sure the action will happen, or thinks it is possible*.



Read the rule (p.277) and check your answers.

3a.  Read Jane's dialogue with her dad about the weekend and fill in the missing words. Then listen and check. Explain the use of the tenses.

are you going, will like, will help, am having, will want, are we going, will eat out, is coming, will take, 'll think, will be glad

Dad: Jane, have you heard the news? Have you heard that your granny (1)... on Friday?

Jane: Oh, that's great. What (2)... to do then? Any special plans?

Dad: We (3)... probably... on Friday. probably = maybe

Jane: That's a good idea! And what about Saturday? Do you remember I (4)... a party in the evening with my friends?

Dad: Are you? OK, then you (5)... her shopping in the morning. I'm sure she (6)... it. She's crazy about shopping! And in the evening I expect she (7)... to go to the theatre with Aunt Emily. I expect = I think, I hope

Jane: (8)... to invite any relatives for dinner, dad? I think they (9)... to meet Granny. They haven't seen her for ages. for ages = for a long time

Dad: Well, probably, I (10)... about it. Thank you. And what about Sunday? Have you got any ideas?

Jane: Let's ask mum.

Dad: Fine. I hope she (11)....

3b. Roleplay the dialogue.

4. Imagine your relative (aunt, uncle, granny, cousin, etc.) is going to stay with you at the weekend. Discuss your plans for the weekend. Work in pairs.

Help box

go to the cinema (theatre, museum, etc.), visit friends (relatives, etc.), go shopping (sightseeing, for a walk, etc.), have fun (a party, a talk, etc.)

5. ✍ Write how you are going to spend the coming weekend with your family.

Help box

We are going to ... at the weekend. Besides, we are planning to/meeting/flying to/eating out/leaving for/having a party ... I hope we will also ... Maybe we will ... We'll probably ... If the weather is ..., we'll ...

Lesson 5. Strong bonds¹ will always matter


1. Work in pairs. Look at the pictures. Which one do you think shows a typical family of the future?



¹ **bond** – a close connection between two or more people

2a. A hundred years ago a typical family was very big and consisted of two or even three generations living under one roof. Very often a family had more than ten children. People had a lot of cousins, aunts and uncles. Do you know much about those times? What do you know about the families of your grandparents and great-grandparents?

2b. Families are changing. Today the family is different. What can you say about modern families?

3a.  Here are some ideas of what future families will look like. Listen, read along and answer: *Which of the ideas do you agree with?* Have a discussion in pairs.

1. Young people will get lazier and lazier and finally will stop helping their parents because they will use more and more gadgets ['gædʒɪts] at home.
2. Not many children will have siblings and there will be more families with an only child.
3. Because of the computer, many teenagers will live isolated from other people and that's why they will grow selfish (эгоистичны).
4. There will be more single-parent families.
5. Teenagers will communicate with their parents only through the Internet.
6. Houses will be getting more and more expensive and that's why several generations will live together in one house.
7. Most children will live with their great-grandparents because people will live longer.
8. Families will spend more time together.

3b. Work in groups. Add your own ideas. Compare your ideas with the rest of the class.

4a. The Browns live in 2112. They have decided to spend their holidays together. Here's a short description of the family. Look through the description and make a prediction how they will spend their holidays.

The Brown family

Tom – is interested in sports, fit, brave, risk-taking, friendly, an excellent student.

Mr Brown – a bit old-fashioned (старомодный), serious [ˈsɪəriəs], athletic, handsome, never feels tired, likes good food.

Mrs Brown – talkative, good-looking, hardworking, practical, afraid of spiders, good at cooking, likes watching soap operas.

Younger sister – smart (умная), crazy about clothes, likes to be sun-tanned, a bit lazy, has many friends, adores¹ surprises, independent (независимая, самостоятельная).

Elder sister – confident, lovely, sporty, energetic, full of beans, likes going out with friends, is interested in fashion.

Useful phrases

I think they will ... because ...

They will probably ...

I'm sure they will ...


Maybe they will ...

I expect they will ...

Ideas

Go camping in the mountains of Jupiter, go fishing, have a picnic on Mars, go to the theatre, visit friends, invite relatives to their house, play sports, see the sights of the capital city, eat-sleep-and-do-nothing, travel to the Moons, spend time in front of computers.

4b.  Now listen to the text and check your predictions. Say if the text corresponds to the idea of a future family.

5.  Write what, in your opinion, the relationship will be in future families, and how people will spend time together to strengthen their bond.



Year 9 → Unit 1 → Lesson 5 → Families
(choosing the right word)

¹adore [ə'dɔ:] – обожать

Lesson 6. How to work through family problems

1. Do you get along with your parents? Is it easy to be a close-knit family?

2a. There are no ideal families. All families have to deal with problems from time to time. Here are some things that cause misunderstanding¹ in a family. Work out the meaning of the words in bold.

People don't **treat** each other with respect. They **offend** each other, for example, they say rude (грубые) words. When someone in a family has a problem, they don't support him or her with advice or just a kind word. Moreover, they often **blame** each other for the problem. People start **quarrelling**: they shout at each other and they don't try to **compromise** and **avoid** the conflict.

treat [tri:t] **someone with** (respect / kindness / politeness) (*v*) – behave towards someone in a certain way

offend [ə'fend] **someone** (*v*) – hurt (ранить, причинять боль) someone's feelings

blame [bleɪm] **someone (for something)** (*v*) – say or think that someone is responsible for a problem or a bad situation

quarrel ['kwɒrəl] (**with** somebody, **about / over** something) (*v*) – argue (спорить) with close people about unimportant things

compromise ['kɒmprəmaɪz] (*v*) – end an argument, understanding that you cannot have everything you want

avoid [ə'vɔɪd] (**somebody / something / doing something**) (*v*) – keep away from someone or something, stop oneself from doing something

2b. Which misunderstanding is the most serious? Why? Answer the question in pairs.


2c. Work in groups. Choose five things people do or don't do to have a good family life. Compare your ideas with the other groups.

¹ **cause** [kɔ:z] **misunderstanding** [ˌmɪsʌndə'stændɪŋ] – вызывать непонимание

Model: I think people respect each other in a happy family / in a close-knit family.

How to be a close-knit family

- work through / sort out problems;
- respect each other; treat each other with kindness / politeness;
- get on / along with each other; do one's best to behave well;
- think about what to do and what to say;
- offend smb; blame smb for;
- compromise, agree with smb; disagree / quarrel with smb about smth;
- avoid conflicts / being rude;
- talk to smb in a loving and respectful way; talk to smb using a normal tone of voice;
- communicate; show an interest in each other;
- support each other; help each other feel confident, safe and secure.

3a.  Listen and read along what psychologists write about family life. Say who:

- 1) recommends you show an interest in your family members and do things together;
- 2) thinks that you should compromise, as winning an argument, you might lose something more important;
- 3) advises you to make sure you do not offend your family members when you sort out family problems;
- 4) recommends that you do not blame the other person for the conflict, but address their act or the event;
- 5) advises you to avoid being rude when you disagree with your siblings or parents.

A. Tom Edmonds (University of Calgary)

Family life can be difficult at times. You can't choose your family, yet they're with you for life so it's important to find a way to work through your problems. Whether you're having a difficult time sorting out



family problems, or perhaps you're just not getting on well with your brother, sister or parents, there are things you can do to improve the situation. You need to think about what you do or say. In family gatherings, you need to be on your best behaviour¹ so that you do not **offend** family members.

B. Ann Carrol (University of British Columbia)

Respect your parents. Do this not just by giving them respect, but by listening to what they say and doing your best to make them happy. Realize that you may be able to choose your friends, but you're born to your family. When you are talking or discussing a problem with a family member, you need to fully listen and understand what they are saying. Do not interrupt (перебивать) them, **do not blame** the person directly **for** the conflict. Instead, what you need to do is address the act or event that leads to the conflict. When talking, make sure you use a normal tone of voice and talk to them in a loving and respectful way.



respect (*v*) – respectful (*adj*)

C. Frank McKenzie (Australian National University)

Try to **compromise** whenever and wherever it's possible. When winning an argument you lose respect and love, your victory is fake. When you see that the people who you love most are happy, you will have a feeling of great happiness. Dealing with family members, you need to remember that you should **treat** them the same way that you want to be treated². Make sure that you do not offend family members. Always be polite! Use words and phrases such as *please*,



¹ **to be on your best behaviour** – хорошо себя вести

² **you should treat them the same way that you want to be treated** – следует относиться к ним так, как ты хотел бы, чтобы относились к тебе

thank you, I am sorry, I was wrong, I love you, you're welcome to sound polite, loving and to show you're ready to compromise.

D. Sara Green (University of Canberra)

You are not always going to agree with your family members, many times you and your family members are going to **disagree or even quarrel about** a variety of things. Make sure that you do not offend family members. Be careful when disagreeing with them. The best way to do that is always to be respectful. Always make eye contact when you are talking to them and **avoid** being rude and hard. And remember that no matter how old you are, you are still a child for them!



agree (v) – disagree (v) – disagreement (n) – disagreeable (adj) = unpleasant

E. Alan Rogers (Alabama State University)

Communicate! Show (an) interest in what life was like for them when they were growing up. Try to relate their experiences to your own. Also, show the same interest in what they are doing now. Does your parent work? If so, ask about their work. Take part in family activities, such as birthdays or visiting elderly relatives. Doing things together makes relationships stronger. Eat together. Modern-day life makes this virtually impossible to do, however, it really does change your family life greatly – for the better.



3b. Look through the tips and answer the questions.

1. Which tips did you like most? 2. What information do you consider to be the most useful for an average teenager in Belarus? 3. Will the tips be helpful to you? In what way?

4. Read what a person thinks about family problems. Fill in the missing words and answer his question.

If you want to cope (1)... family problems, follow my advice. It'll lead (2)... understanding and friendship in your relationships with your relatives. First of all, take an active part (3)... family events. Show that you're interested (4)... family matters. Secondly, listen to your relatives carefully. That will help to work (5)... some misunderstandings and to get (6)... well with everybody. And finally, when disagreeing (7)... somebody never blame your nearest and dearest (8)... what they do or say because they always wish you the best. Do you agree with me?

5. Make up a dialogue 'Dealing with misunderstandings'. Use the vocabulary of the lesson (ex. 2a) and the 'Help box'.

Student A: Tell your classmate about the misunderstandings with your parents.

Student B: Give your friend some advice.

Help box

Misunderstandings: your mum thinks you are too rude; your parents are not happy that you come home late; your parents don't like the way you dress; your parents don't like that you wear a lot of make-up; they don't like your hair-do ['heədu:]; etc.

Speech formulas + advice on how to be a close-knit family:

You should / shouldn't...

Try to / not to...

You need to...

Make sure...

The best way to... is to...


6. ✍️ Write a list of the most important tips (at least 10) about how to sort out problems and be a close-knit family. Compare it with your classmates' ideas. Are there many differences?

Lesson 7. Stop criticising me!

1. Look through the list of misunderstandings and answer the questions below.

1. Which misunderstandings do you face? 2. How often do you face them? 3. Do you know how to deal with these misunderstandings? 4. Would you like to avoid them? Why?

1. Parents shout at their children.
2. Parents criticise their children.
3. Parents don't let their children go out.
4. Parents don't like their children's friends.
5. Parents don't notice their children.
6. Parents don't like their children's clothes.
7. Parents aren't satisfied with their children's school results.
8. Parents aren't pleased with their children's behaviour.
9. Parents give their children too little pocket money.
10. Parents punish their children.

2a.  Here are what some teenagers wrote to a newspaper column "Home Life". Listen, read along and say what they all have in common.

1. *Jane Hopkins, 14*, is a student. Her father is a businessman who works half of the year in the Netherlands.

– When he comes home, he starts criticising ['kritisarɪŋ] me. Why don't I eat pudding? Why can't I be quicker in the bathroom? Why can't I have a tidy bedroom? I say, advice is all very well, but not several times a day. I'm afraid one day it may lead to a conflict. The older I get, the more certain I become: I want to leave home as soon as I can.

2. *Alex George, 16*, is a school student. He is a member of a music band and plays the guitar. He does not get on well with his parents.

– They say I should do more to get a good education. But I want to be a musician. Dad wants me to join the army. Mum is always criticising my hair style and my clothes. Why do they criticise me so much? Why can't I have the freedom to dress as I like? I don't want to become a bank manager after all!

3. *Jill Stevenson, 15*, is a college student. She goes to church on most Sundays, but her parents do not trust her when she goes out with boys.

– Kids grow up much faster today. But my dad won't let me stay out longer than 11 o'clock on Saturdays. It's stupid. I'm

nearly sixteen. He's still living in the past. I talk to him, try to find the way to sort out the problem. I want him to see I'm an adult.

4. *John Clarke, 15*, wants to leave school before taking his exams. He is tired of wearing the school uniform with a silly little school cap. Quite often he does not return to school after the midday dinner break and walks round town.

– Some teachers are not easy to deal with. They think I'm stupid and tell me so day after day. Mum and dad are always lecturing ['lektʃərɪŋ] me because of school. Kids like me haven't got a chance at school. We're just there to be shouted at. I want to get a job and then do evening classes.

2b. Read the texts again and say

A. who

talks with parents about the problems, has problems at school, gets a lot of advice, tries to find the way out, wants to live alone;

B. whose parents

don't let him/her stay out late, are most critical, lecture their child, spend a lot of time abroad, criticise what clothes their son/daughter wears.

2c. Have a role play. Invite the teenagers to a TV talk show. Listen to their problems and give them advice about sorting out their misunderstandings. Use ex. 5, Lesson 6.

Group 1 – teenagers; **Group 2** – psychologists, experts who give advice.

3. To find the way to sort out their problems some teenagers look for the answers on the Internet. Here is how WikiHow suggests dealing with problems. Read and answer the questions below.

1. Which step do you find the most useful? 2. Do you think they will work? 3. Would you like to add any ideas?



How to get your family to stop criticising you

Step 1 – Think. What are they criticising you for? Write down all the reasons.

Step 2 – Look through your list. Is there anything that you could change? If you try, there may be less criticism and even some information on how to change for the better.

Step 3 – Gather your family for a meeting. Tell them how you feel. Let them know that you want them to stop criticising you, and that you think you are doing your best.

Step 4 – Be confident in what you do. Keep your head high, and speak surely. This will give your family the knowledge that you know what you are doing, and that you are responsible for your actions and mistakes.

Step 5 – Ask your family members for advice. This will make them feel important, solve any problem you have, make everyone happy, and create the atmosphere of happiness.

Step 6 – Be open. If you shut yourself into your room all the time, this will make your parents criticise you more.

4. In the TV show (see ex. 2c) all the teenagers were advised to talk to their parents, as conflicts can be avoided by joint efforts¹. Prepare a talk with your family to deal with criticism. Complete the dialogue (use ex. 2a) and act out your talk.

Teen: Mum (dad). I'd like to talk to you.

Parent: What is it now? Bad marks at school? Bad behaviour?
Problems with your friends? I knew it!


¹by joint efforts – путем совместных усилий

Teen: What did you know, mum (dad)? Why do you always think I am a never-ending problem? You are offending me and criticising me all the time. ...

Parent: I'm sorry to hear it. You hurt me, too. I'd like to rely on you. And I need your support. I'd like to feel confident that you'll grow an attractive, thoughtful, caring, successful person.

Teen: OK, mum (dad). I'll do my best to... I promise. But you need to...

Parent: It looks like you're right. Let's give it a try!

5.  **Work out the steps for dealing with your problem and write down what you and your criticiser need to do to put an end to the misunderstanding. Use ex. 5, lesson 6 and the materials of this lesson.**

Lesson 8. Writing about your family

1. Princess Diane said: "Family is the most important thing in the world". Do you agree with her?



2a. Write your composition "My dream family is a happy family". Use the active vocabulary of the unit. Follow the plan.

Paragraph 1: Introduction

- Why a happy family is the most important thing in the world.

Paragraphs 2–4: Body

- Think about the people in your family: what makes them really beautiful and unique – their appearance, character, interests, achievements.
- Write about the relations in your family: how you treat each other, what you usually do together, how you spend evenings, weekends, and holidays.
- Write how you strengthen your bond and deal with conflicts.

Paragraph 5: Conclusion

- Write if it's difficult to have a happy family and what is necessary to make the dream come true.

2b. Check your composition.

- Use the checklist to help you.
- Have you included all the necessary information?
- Have you checked the spelling and grammar?
- Is your composition interesting?
- Does it give a true picture of your family?


3. Write a composition about your dream family.

Lesson 9. Can relationships be good in a foster family?

1. Why are parents important? What kinds of problems can young people face if they don't have parents? Can a foster family become a real one?

a **foster family** looks after a child as part of their family for a period of time, when the child's parents cannot take care of them

2a.  Listen to the text and say if John is lucky.

2b.  Listen to the text again and say if the sentences are true or false. Can you correct the false ones?


1. John is a cheerful 17-year-old teenager who adores his family.
2. John's grandparents died in a car crash when he was in his early teens.
3. For John it was awfully difficult to live with his grandparents and look after them.
4. In his mid-teens John got into trouble with the police, started taking drugs and missing school.
5. John was the first teenager who was fostered by the Smiths.
6. The Smiths helped John to understand that going to school, getting education and leading a healthy lifestyle was important.



2c. Work in pairs. Describe John before and after he was fostered.

3a. Imagine you are John. You are invited to the radio programme 'Family Life'. Answer the questions.

1. How important are your foster parents to you?
2. What can lead to family problems?
3. Do you sometimes quarrel with your foster parents and other children?

3b.  Here is how John answered these questions. Look through the answers and match them with the questions. Then listen and check.

a) Well ... I'm sure that when you argue a lot it doesn't help to deal with misunderstandings and sort out day-to-day problems. The relationships are bad if you criticise each other all the time without trying to understand each other. It's very important to talk and communicate, for it will help to avoid conflicts and keep peace and friendship in our family.

b) When dealing with my family, I try to compromise. We are real friends, they help me, and I'm really glad they helped me to make up (помириться) with my grandparents and now we get on well. No, we never quarrel now.

c) They've really done a lot for me. They help me to understand how to live my life, what's good and what's bad, how important it's to go to school. They are quite easy to deal with, we spend a lot of time together, communicate in a relaxed way and it's fun to be with them. It's a real family because I've started to feel secure and confident.

4a. Work in groups and think of some other questions you would like to ask John.

4b. Work in pairs. Use the questions to make a radio programme 'Family Life'.

UNIT 2

INTERPERSONAL RELATIONSHIPS

Lesson 1. Why are you friends?

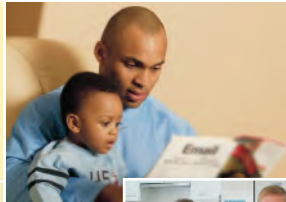
1a. Work in pairs. Describe the people in the photos. Guess

- how old they are,
- what they are doing,
- where they are from,
- what the relationship between them is.
- what they do,
- where they are,
- what they are talking about,

1



2



3



4



Say what they are like, what they are wearing, if you like them.

Help box

I think... Maybe... Perhaps... In my opinion... They must be ... (Должно быть, они ...) They could / may / might be ... (Возможно, они ...) They are probably ... (Вероятно, они ...) They probably aren't ... (Вероятно, они не ...)

1b. Compare the guesses with your classmates.

2a. Look through the text and say what makes Alex a good friend.



a friend of **mine** = one of my friends

Alexandra is a friend of **mine**. We've been classmates since the first form.

She's really charming and friendly. She's got green eyes, long eyelashes and straight blond hair. She's quite tall, a bit taller than I am.

We get on well and I'm happy we can rely on each other. She always helps me (to) sort out **my** problems. I think Alex is easy to deal with and we have a lot in common: we're both interested in fashion, we're crazy about surfing the Net and we like good music.

The best thing about Alex is **her** kindness. Everybody knows that **hers** is a heart of gold. All my classmates adore Alex because she's always ready to help and she's very sociable. She likes drama and hopes to work in theatre in the future.

Grammar focus

Absolute possessive pronouns

- Look at the pronouns in bold in the text and work out their meaning. What is the difference between *her* and *hers*?
- Complete the table below.

Pronouns

Personal	Possessive	Absolute possessive
I	my	mine
...




Read the rule (pp. 277–278) and check your answers.

2b. Read more information about Alexandra and fill in the correct pronouns. Work in pairs.

Alex is (1)... best friend and (2)... parents are friends, too. We live in the same block of flats. Our flat is on the first floor and (3)... is on the third one. Alex has got (4)... own room. We're keen on music, so sometimes I take (5)... guitar and she takes (6)... and we play (7)... favourite songs in (8)... room. Alex is very sociable and always ready to help. When I'm in trouble, she never says to me, "That's (9)... problem, not (10)...!" All friendships are special, and I really value (11)...

2c. Read the texts about Alexandra again and fill in the chart in ex. 3b.

3a.  Listen to 4 people talking about their friends and match the speakers with the statements.

Speaker A

Speaker B

Speaker C

Speaker D

Whose friend


- 1) is crazy about shopping,
- 2) works long hours,
- 3) likes music,
- 4) is very **intelligent**,
- 5) is always on the phone,
- 6) will always **lend a helping hand (help in doing something)**,
- 7) will never **let the cat out of the bag**,
- 8) is less **sociable** than his / her boyfriend.

intelligent [ɪn'telɪdʒ(ə)nt] (*adj*) – able to think, understand and learn quickly, even difficult subjects and ideas

lend / give a (helping) hand – help somebody in doing something

let the cat out of the bag – let others know a secret, carelessly or by mistake

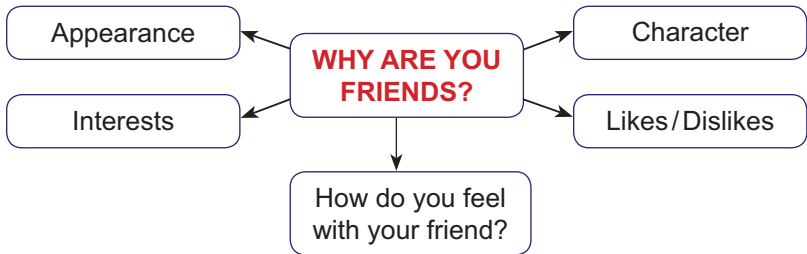
sociable ['səʊʃəb(ə)] (*adj*) – a friendly person, who enjoys being with other people

3b.  Listen again and fill in the chart.

	appearance	character	interests
Alex			
Liz			
Jeff			
George			
Natasha			

3c. Who could be your friend? What do you like about him/her? What do you have in common? How would you feel with the person?

4a. Look at the mind map. Take a minute to get ready to speak about your friend (10 sentences). Use ex. 3a, 3b.



4b. Explain to your classmate why you have chosen this person as your friend (10 sentences). Work in pairs. Do you like each other's arguments?

4c.  Choose key words to each part of the mind map. Think of your friend. Write why you have become friends.

My friend's name is ..., or ... for short.
 In my opinion, he's good-looking / she's charming. ...
 But I have chosen him / her as my friend for his / her character, I think.
 He's / She's very reliable, ...
 And we have a lot in common. We're both interested in / fond of / crazy about ...ing ...
 We both like ... and dislike / hate ...
 I feel very secure and comfortable with my friend. He / She respects me and always treats me well. We get on well.
 If we quarrel, we quickly make up.
 I hope my friend feels the same about me.



Year 9 → Unit 2 → Lesson 1 → My or mine?
 (cloze test)

Lesson 2. Friendship is ...

1a. Match the two parts of the proverbs.

- | | |
|----------------------------------|---------------------------------|
| 1. When a friend asks | a) who have true friends. |
| 2. Be slow in choosing a friend, | b) there's no tomorrow. |
| 3. They are rich | c) open enemies (враги). |
| 4. A friend in need | d) is to be one. |
| 5. False friends are worse than | e) is a friend indeed. |
| 6. The way to have a friend | f) but slower in changing them. |

1b. What do the proverbs have in common? Do you agree with them? Which one do you like best?

2a. Read along what some teens wrote about friendship on an Internet forum. Who do you agree with? Why?

Brian, 14, York

On the one hand, friends are fantastic – most of the time. They're there for us **whenever** we **need** them – just like in the



proverb (1)... Friends share things with us, and let us share with them. Generally, friends are **easy to deal with**. **On the other hand**, friendship can be difficult – because often people aren't as honest and open as they should be. Sometimes, people **end up** unhappy. They quarrel with each other and then they can't find the way to **make up**. **I personally believe** that **honesty** (честность) is the best quality in friendship. A dishonest friend is not a true friend. **And as we know**, (2)...

Andrew, 15, Edinburgh



Most problems with friendships **come up** because people are just too **selfish** to care about the things their friends need. They care about their own needs much more, which makes it hard for friendship to work. Being selfish is a part of human nature. **My own opinion is** that people should take care of themselves and their own needs, and only then take care of the needs of other people. **However**, I try to lend my friends a helping hand, whenever I can. **They say**, (3)...

Mary, 13, Melbourne



The best thing to remember when you are a friend to anyone is that you should treat your friends the same way that you'd like to be treated. **Moreover**, (4)... This is wonderful advice for a person who wants to make friends. **And I want to stress that** it's really the only way to make sure that you are giving your friends everything you would want to get in friendship.

Sylvia, 14, Ottawa



There are **misunderstandings** that come up from time to time in each friendship, and it is important to understand how to deal with them so that you can **build** a stronger and healthier **relationship**. **What is more**, moments when your friends get boyfriends or girlfriends and

don't spend enough time with you, or even find new friends and leave you behind, happen in each friendship and can be hard. **That's why** it's important to know how to deal with these changes so that you can keep your friends and make new ones. **I'm absolutely sure that** we should (5)...

2b. Find the opposite expressions in ex. 2a (see the words in bold) to the ones below. Check the meaning of the highlighted phrases.

- | | |
|---------------------------------------|-------------------------|
| 1) dishonesty [dis'ɒnəstɪ] | 5) to disappear |
| 2) hard to deal with | 6) understanding |
| 3) to quarrel (with friends) | 7) unselfish (selfless) |
| 4) to ruin a relationship (отношения) | 8) to start smth |

2c. What is each teen's idea of friendship? Use 1–2 sentences to sum it up and proverbs from ex. 1a instead of the numbers. Work in pairs or in groups.

2d.  Listen and check. Who was right?

3a. Find out what kind of friends you are. Work in pairs. Interview each other.

1. Is it easy for you to make friends? 2. Is it easy or difficult for you to end up your friendship? 3. Do you think your friends are selfish? Are you selfish? Are you honest? 4. Do you treat your friends the same way you would like to be treated? 5. Do you sometimes have misunderstandings with your friends? 6. How do you deal with problems in friendship when they come up? 7. Have you got any friends who are hard to deal with? 8. Is it easy for you to make up with a friend after a quarrel?

3b. Characterise each other as friends. Use the highlighted phrases from ex. 2a.

4a. Read another opinion about friendship and fill in the missing introductory words.

I'm (1)... sure that friendship is the most fascinating thing in the whole world. They are rich who have true friends. (2)... more, they give us so many moments of happiness and satisfaction,

make our life full of joy and pleasure. (3)... why we should value friendship and treat our friends with respect and love. (4)..., friends sometimes fall out because of misunderstandings that appear from time to time. Besides, irresponsibility and selfishness can ruin the relationship between friends. My (5)... is that real friends are people who take care of each other and treat their friends the same way they would like to be treated. I (6)... believe that true friendship will save the world and make our life happier and more interesting.

selfish (*adj*) – selfishness (*n*)

4b. 🎧 Listen and check. Answer the question:

What are the positive and negative things in a friendship?

5. 📝 Imagine you want to share your opinion about friendship on the Internet forum. Write what friendship means to you and what kind of friend you are. Use the vocabulary of the lesson.

Lesson 3. What brings friends together

1a. Look at the pictures. Which activities seem interesting to you? Why?



1b. How do you usually spend time with your friends?

2a. 🎧 What activities do British teenagers suggest taking up? Listen and read along the newspaper article. Which activities would you choose?

1. What about starting a *Book Club*? Do you love reading? Do you know people who **appreciate** reading?

Pick (choose) a book that you'll all read and then gather to discuss it. Fiction, non-fiction, fantasy or a romance story, it doesn't matter. Get together with friends every week or two and talk about books. Think how they touched your emotions, got you thinking or moved you to action.

2. Why don't we start a *Garden Club*? **Are you passionate about** your garden? Do you share gardening tips (advice) with friends and strangers?

Invite friends to tour your garden and then visit theirs. Share gardening strategies, plant flowers, and spend time with like-minded people.

3. How about going to the cinema together? Do you hurry out to see the latest blockbuster as soon as it is released? Do you prefer watching movies in the comfort of your home? A *Movie Lovers Club* is a great idea!

You probably talk about the movies you've seen, so why not start watching them with a group of friends? Going to the local cinema or watching the latest DVDs at someone's place can **bring people together**.

4. Let's start a *Hobby or a Craft¹ Club*. Are you enthusiastic about a particular hobby? Do you find craft time relaxing or **worthwhile**?

Invite friends to share your passion (страсть) for your hobby. You can **take up** different hobbies and develop talents and new skills by sharing interests with each other.

5. Start a *Business Club*. Do you own or want to start a business? Do you know other **trustworthy people** who are interested, and perhaps as ambitious as you are?

Team up with others to work on your own business strategies. Share resources, brainstorm ideas, and encourage each other to move forward with your business dreams.

6. Starting a *Game Club* can be a fantastic activity. Do you enjoy playing Monopoly? Playing games can be a great way to have fun, relax, or change everyday routine [ru:'ti:n]. The **chit-chat** while

¹ **craft** – a special skill at making things with your hands

playing games deepens friendship and brings to light talents that were previously unknown.

7. Start a *Local Tourist Club*. Are there historic buildings or sites in your local area? Are there tourist hot spots that you've never visited?

Bear in mind that very often the treasures around us go undiscovered. Invite friends to check out the local tourist attractions and discover something new about your homeland.

discovered (*adj*) – undiscovered (*adj*)

known (*adj*) – unknown (*adj*)

8. Start a Walking or a *Cycling Club*. Do you want to improve your physical health? Do you hate exercising alone? Gather friends to walk with you at lunch time. Find somebody to join you for a bike ride in the evening.

9. Start a *Give Back to the Community Club*. Do you have a favourite charity organization? Are they looking for volunteers to help them with their activities?

Gather together and help those in need.

10. Start...

2b. Choose the right synonym to the following words and phrases.

to appreciate

- a) to see the good of smb / smth ... b) to dislike

to be passionate about

- a) to be crazy about b) not to like

to bring people together

- a) to separate people
b) to unite people for doing things together

worthwhile

- a) valuable b) wrong

take up (a hobby)

- a) start doing sth new b) stop doing sth

trustworthy people

- a) people you can't trust b) people you can trust

a chit-chat


- a) a quarrel
b) a friendly talk about unimportant things

team up (with smb)

- a) work individually b) cooperate

to bear in mind

- a) to remember b) to imagine

2c.  Unfortunately, the 10th activity in the article is missing. Guess what was there. Then listen and check if you were right.

2d. Answer the questions below. Work in pairs.

1. Which activities are worthwhile / fun / challenging? 2. Is there an activity you are passionate about? 3. Which activity do you appreciate most / least?

3a. Tom decided to invite Sam to join a club. Read and match the sentences to form a dialogue. What club are the boys talking about? Would you like to join it?

- | | |
|---|---|
| 1. I think yes. What about joining our local... Club? | a) All right! I'll be there. And thanks for inviting me! |
| 2. Well, you see, there are a lot of places around our town which are totally undiscovered. I've already teamed up with some trustworthy guys from our school. At the moment we are working out a plan for our next trip. | b) Sam speaking. |
| 3. Hi! Could I speak to Sam, please? | c) I think I'd like to try. I've always dreamt of visiting some places I've never been to. When and where do I start? |

4. We are gathering at Jason's at 3 on Saturday. We are going to brainstorm some ideas and get more information.

5. It's me, Tom. I'm calling to ask what you are going to do at the weekend. Have you got anything special to do? Any special plans?

d) Well... Let me think... Nothing special. Why are you asking? Have you got any ideas?

e) A... Club? Sounds interesting! What is a... Club?

3b.  Listen and check.

3c. Act out the dialogue.

3d. Imagine you are a member of a club. Phone your friend and invite him/her to join it. Make up your own dialogues.

4.  Write an article "Top Fun Ways of Spending Time with Your Friends" for your school newspaper. Use the highlighted phrases from ex. 2a, Lesson 2.



Year 9 → Unit 2 → Lesson 3 → Word building (*un-*, *-able*)
(matching words)

Lesson 4. Friends or acquaintances?

1. Discuss the questions with your class.

1. How many friends have you got? 2. Do you have any close (близкие) friends?

2a. Work in pairs. Interview your classmate.

1. What do friends mean to you? 2. What makes you a good friend? 3. Is it easy for you to make friends? 4. Are your friends easy to deal with? And you? 5. Are you always ready to give your friend a helping hand? 6. Do you ever worry about losing your friends? 7. How similar are you to your friends? /

Do you have a lot in common? 8. Do you have any misunderstandings with your friends? 9. Can selfish people have friends? 10. What's the nicest thing you've ever done for your friends? 11. How often do you quarrel with your friends? 12. What makes a friend a best friend?

2b. Tell your class what interesting facts you have learnt about your classmate.

I've learnt that... It was interesting to learn that...

3a. What's the difference between friends and acquaintances?

an acquaintance [ə'kwentəns] – someone you know a little

3b. Read the text and say if you were right. Ignore the missing words.

There is a difference between an acquaintance and a friend. My (1)... opinion is that an acquaintance is someone whose name you know, who you see every now and then, who you probably have something (2)... common with and who you feel comfortable with. It's a person that you can invite to your home and share things with. But they are people who you don't share your life (3)..., whose actions sometimes you don't understand because you don't know enough about them.

On the (4)... hand, a friend is someone you love. Not that you are 'in love' with them, but you care about them and you think about them when they are not there. I personally (5)... that they are the people whose pictures you have and whose faces are in your head. Friends are the people you feel safe and secure with, because you know they care (6)... you. They call just to see how you are doing, because a friend doesn't need an excuse. They tell you the truth, and you do the same. You know that if you have a problem, they are there to listen. They are the people who stop you from making mistakes and help you when you do. I'm absolutely (7)... that they are the people whose hand you can hold, or you can give them a hug (обнять) or a kiss and they will not think it is silly, because they understand

the things you do and they love you for them. What is (8)..., they are with you. They watch you live and you watch them live and you learn from them. That's (9)..., your life is not the same without them.

3c.  Fill in the gaps. Then listen and check.

4. Have you changed your opinion about the number of your friends after reading the text? Have you got more friends or acquaintances?


5a. Read the text again (see ex. 3b) and complete the following definitions. Write four sentences about each.

I think an acquaintance is...

I think a friend is...

I believe the best friend...

5b. Make a list of reasons why your friend is not just an acquaintance. Compare your list with your classmates.

5c.  Write a short essay (8–10 sentences) to prove that your friend is not just an acquaintance.



Year 9 → Unit 2 → Lesson 4 → Your acquaintance?
Your good friend? Your best friend? (grouping sentences)

Lesson 5. The main secret of a true friendship

1. What sort of person is your friend?

2a. Interview your classmate about his/her friend. Study the information below.

What does he **look like**? – it is a question about his appearance: *He's tall and good-looking.*

What is he **like**? – it is a question about his character: *He's very sociable and easy to deal with.*

What does he **like**? – it is a question about his interests and hobbies:


like + N – to like a person or thing: *He likes sport.*

like + Ving – to like smth in general: *I like hanging out with friends every weekend.*

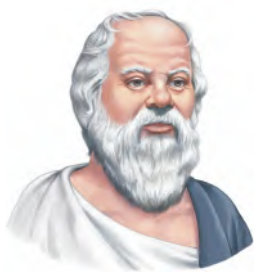
like + to V – to think it's a good idea: *I like to help my friends.*

1. Have you got a friend?
2. What does he / she look like? Does he / she take after his / her parents?
3. What does he / she like?
4. What is he / she like? (Does he / she often smile? Is he / she usually happy? Is he / she sociable / confident / full of beans / intelligent / responsible / reliable / hard-working / kind-hearted / honest? Is he / she an optimist or a pessimist?)
5. What can you say about the relationship with your friend? (Do you get on well with your friend? Do you often quarrel? Do you easily make up? Does he / she offend you? Does he / she easily compromise? Can he / she avoid conflicts? Is he / she easy to deal with?)
6. How do you feel with your friend? Secure or insecure? Comfortable or uncomfortable? Supported or unsupported? Safe or unsafe?
7. Is he / she trustworthy?
8. Do you like spending time together?
9. Do you appreciate your friendship?
10. What's the main secret of your friendship?

2b. Change pairs. Tell your new partner about your previous partner's friend.

3a.  Listen and read the story about Socrates [¹sɒkrətɪz] and complete the lesson of the story.

In ancient Greece, Socrates was well known as a wise man. One day one fellow met the great philosopher and said, “Do you know what I’ve just heard about your friend?” “Hold on a minute,” Socrates stopped him. “Before telling me anything I’d



like you to have a little test. It's called the Triple Filter (тройной фильтр) Test." "Triple filter?" "That's right," Socrates continued. "Before you talk to me about my friend, it might be a good idea to take a moment and filter what you're going to say. That's why I call it the triple filter test. The first filter is *Truth*. Have you made absolutely sure that what you are about to tell me is true?" "No," the man said, "actually I just heard about it and..." "All right," said Socrates. "So you don't know if it's true or not. Now let's try the second filter, the filter of *Goodness*. Is what you are about to tell me about my friend something good?" "No, on the contrary..." "So," Socrates continued, "you want to tell me something bad about him, but you're not certain it's true. You may still pass the test though, because there's one filter left: the filter of *Usefulness*. Is what you want to tell me about my friend going to be useful to me?" "No, not really." "Well," concluded Socrates, "if what you want to tell me is neither true nor good nor even useful, why tell it to me at all?"

Lesson: always avoid¹ ...

true (*adj*) – truth (*n*)

good (*adj*) – goodness (*n*)

useful (*adj*) – usefulness (*n*)

3b. Do shared reading of the story and give it a title.

3c. Answer the questions.

1. Do you think the triple filter test is useful? 2. Do you think Socrates was a true friend? Why? 3. Have you ever used the triple filter test? 4. Can you recall an episode when you did it? 5. Will you use it in the future? 6. Do you agree with the lesson of the story?

¹ Always avoid atknig bhedin het cbak ubota uyor aresetn nad dre-seat.


4. Roleplay the story. Student A is *Socrates*, Student B is *One fellow*.

A. Practise reading the story in pairs.

B. Act out the story in pairs.

C. Find 2 volunteer pairs to present the story for the whole class.

D. Choose a more expressive performance with the whole class.

5.  Write about the main secret of a true friendship (8–10 sentences).

Lesson 6. Good friends are like stars

1. Explain the meaning of the following quotation.

Good friends are like stars.... You don't always see them, but you know they are always there.

2a. Work in three groups. Group A – read text A, group B – read text B, group C – read text C. Make a list of ideas from the texts on how to be a friend.

A. **Be trustworthy.** If they tell you a secret, keep it, never, ever, tell someone a secret your friend wanted you to keep. Don't let the cat out of the bag. A secret is a secret. Don't gossip (не сплетничай) about your friend, don't say anything that might turn into gossip (сплетня), and don't do things that you know would upset (расстраивать) them.

Care for your friend. If they're away from home, send them cards or e-mails to show that you care. If they're sick, call them and ask how they are doing. Best friends care about each other. Show them you appreciate them in your life. Write them notes to show that you care and are thankful to them, and ask about their lives.

B. Nobody likes a friend who just talks and talks, but never listens. If you're a chatterbox, it's OK if you're also a **good listener**. Whenever your best friend says something, listen carefully and say something. Don't just say "yeah" and move on.

Don't interrupt (не перебивай) while they're talking to you. If they ask for advice, listen carefully and give them the best advice you can.

Spend time together. Hang out at weekends or plan activities together every now and then, do some homework together, and chat during breaks at school. You don't have to live in each others' pockets, but make sure you spend some quality time together with your friend to make the friendship grow and become stronger. Think about doing something together one day, like going shopping or something else. **Share laughs.** There is nothing like laughing and smiling to bring people together.

C. Be yourself. You are who you are, and your friend will accept that. Bear in mind that being fake could lead you to losing your friend. **Be trustworthy.** And trust each other. All you have to do really is to make sure that you can both trust each other and that you can keep secrets. Being a friend means you talk about everything together and very often the information is only for the two of you.

Be helpful. You also need to make sure that they know you are always there for them, whenever they need you and that they feel comfortable talking to you about any problems they have. Remember that everybody wants to feel secure and confident in friendship and sometimes needs a shoulder to cry on. Just come to help them when they need it – lending a helping hand to your friend really doesn't cost much.

2b. Find a partner from each of the other two groups. Compare the ideas and make complete lists.

2c. Rate the ideas in order of importance. Say why you think so. What ideas would you like to add?

3.  Imagine you are a school psychologist and you have to make a speech to the students on how to be a good friend. Write it and present it (10 sentences).

Lesson 7. Friendship stories

1. Which sentences are true about you?

1. I have many close friends. 2. I find it easy to make friends in the new environment¹. 3. I want some comfort and companionship in friendship. 4. I have many “light” friendships.

companion (n) – companionship (n)

friend (n) – friendship (n)

2. Read the announcement and answer the questions.

1. What is the announcement (объявление) about? 2. Where was it printed? 3. Who is it for? 4. What are friendship stories? 5. What are the rules of the competition? 6. Would you like to take part in the competition?

COMPETITION!!!

Everyone has friendship stories – stories that explain what makes each friendship so special or what makes a group of friends have fun together. We want to share as many friendship stories as we possibly can in our school magazine.

These friendship stories may be your personal experience or others' experience or it may be fiction. A friendship story must be encouraging. Friendship stories are told again and again to stress how important friendship is. We should always take care of our friends and never hurt them or offend them. These stories teach us a lesson that friends are those people whom you can rely on when you are in trouble.

The winner of the competition will get a prize and the best stories will be published in this magazine!!!

¹ **environment** [ɪn'vaɪə(ə)nmənt] – окружающая среда, (зд.) окружение

3a.  Listen to one of the stories from the magazine and say what sentences in ex. 1 are true about Jill. Are they different from yours?

3b.  Listen again and answer the questions.

1. Did Jill want to be popular?
2. Why was Jill nervous when time came to go to college?
3. Did she know anybody in her new environment?
4. Did her English Composition class change her life forever?
5. How did Jill's life change at college?
6. What was Jill's goal for the class? Was it different from other students' aims?
7. Did everybody want to be friends with Jill?
8. Did Jill marry her classmate?
9. What did she learn from the situation?
10. What did you learn from the story?

4. Pretend you are Jill who is 60 years old now and tell the story to your grandchild.

5.  Take part in the competition and write a friendship story (minimum 10 sentences).

Lesson 8. Debate

1a. In one of the following lessons you are going to have a debate. What's a debate?

1b. Here are the propositions. Choose the one you would like to debate.

Debate is a game in which two opposing teams make speeches to support their arguments and disagree with those of the other team. Every debate has two sides, the affirmative side and the negative side. The affirmative side, "pro", supports a proposition. The opposing or negative side, "con", opposes the proposition.



Spending time with one's family is more useful than with friends.

Friends are more important than a family for a teenager.

One can live without friends.

2. Prepare for debates.

A. Work in groups. Make a list of arguments for and against the proposition. Mix groups and compare the ideas.

B. Decide whether you are going to prepare a talk for or against the topic.

C. Prepare your speech. It should last for about a minute.

Useful Tips

- be polite and respectful
- listen attentively
- be supportive of your peers
- avoid inappropriate noises
- speak only when it's your turn
- allow others to express their opinions – do not monopolise the debate
- use grammatically correct language
- speak clearly, slowly, and loud enough to be heard by the audience
- speak with passion and excitement
- list your reasons for your opinion. Use such phrases as *firstly, secondly, in addition, furthermore, etc.*

3. When the debate is over it's time for you to vote on whether the arguments are more convincing for or against the proposition.

Lesson 9. Love and friendship

1. Discuss the following statements.

- Boys and girls can be friends.
- Friendship can end up in love and marriage.

2a. Look at the title of the story and guess what the story is about.

2b.  Listen and read along the first part of the story. What does the red apple symbolise?

The Apple

On a cold day in 1942, inside a Nazi concentration camp, a lonely, young boy looks beyond the barbed wire (колючая проволока) and sees a young girl passing by. She also notices him. In an effort to give expression to her feelings, she throws a red apple over the fence – a sign of life, hope, and love. The young boy bends over, picks up the apple. The expression of joy touches his eyes, a ray (луч) of light appears in the darkness.

The following day, thinking he is crazy for even dreaming of seeing this young girl again, he looks out beyond the fence, hoping. On the other side of the barbed wire, the young girl looks forward to seeing again this tragic figure who moved her so much. She comes again with an apple in hand.

to look forward to Ving – ожидать с нетерпением


Despite cold winter winds and chilling air, the two hearts are warmed and the boy gets an apple again. The scene is repeated for several days. The two young spirits on opposite sides of the fence look forward to seeing each other, just for a moment and just to exchange a few words.

At the last of these momentary meetings, the young boy greets his sweet friend with a frown and says, “Tomorrow, don’t bring me an apple, I will not be here. They are sending me to another camp.” The young boy walks away, too heartbroken to look back.

2c. Answer the questions.

1. When and where did the two young people meet?
2. Why did the girl throw an apple over the fence?
3. Why do you think the young people were looking forward to seeing each other?
4. Why was the boy unhappy one day?
5. What do you think will happen next?



3.  Listen and read along the second part of the story and answer the questions below.

1. How is the continuation different from yours?
2. What happened in 1957 and 1996?
3. Why do you think their love could last for so long?

From that day forward, the sweet image of the girl would appear to him in moments of unhappiness. Her eyes, her words, her thoughtfulness, her red apple, all came in his dreams. His family died in the war. The life he had known disappeared, but this one memory was alive and gave him hope.

In 1957 in the United States, two adults, both immigrants, are on a blind date. “And where were you during the war?” the woman asks.

a blind date – a date with a person whom you have never met before

“I was in a concentration camp in Germany,” the man answers.

“I remember I used to throw apples over the fence to a boy who was in a concentration camp,” she says.

With a feeling of shock, the man says, “And did that boy say to you one day, ‘Don’t bring an apple anymore because I am being sent to another camp?’”

“Why, yes,” she answers, “but how could you possibly know that?”

He looks into her eyes and says, “I was that young boy.”

There is a long silence, and then he continues, “I was taken away from you then, and I don’t ever want to be without you again. Will you marry me?”

They embrace [им'бреис] one another as she says, “Yes.”

On Valentine’s Day 1996, on national TV show, this same man affirmed (подтвердил) his never-ending love to his wife for forty years.



“You fed me in the concentration camp,” he said, “You fed me throughout all these years; now, I remain hungry if only for your love.”

- 4. Prove that it's a romantic story. Do you know any similar stories?**
- 5. Imagine that you are one of the characters taking part in a TV programme. Share your story with the TV viewers.**



Year 9 → Unit 2 → Lesson 9 → The apple – 2
(text: restoring the correct order of the story)

Project 

Debate

UNIT 3

A HEALTHY LIFESTYLE

Lesson 1. The greatest wealth is health

1a.  Listen to the poem and give it a title.

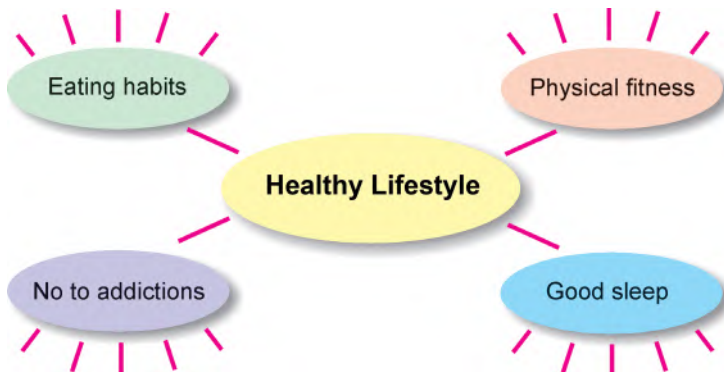
1b. Read the poem and make a list of things that help a person to be healthy.

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.

4a.  **Listen and read the text. Add more information to your mind map.**

Want to become a healthier person? It's all about making gradual (постепенные) changes. Following the tips in this article offers several **benefits** (the usefulness of a situation) 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** (rest) 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** (the food that a person usually eats). Try to get at least 2–3 portions of fruit per day.
- **Drink water!** Good old H₂O is key to making you work throughout the day. Try drinking 250-gram glasses of water three times a day. It helps you re-energise 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** (able to bend and move easily).
- **Run and jog** (running at a slow speed for exercise)! 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 **do 10 push-ups** (using your arms to raise and lower your body when lying on the floor) as your maximum, try going for 12! Little challenges like this keep your body nice and **fit** (strong, able to do physical exercises without getting tired).
- **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 (какое-то время). 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!
- **Positive emotions** are healthy, prolong life and make living pleasant.

4b. Read the text again. Choose five tips which are most important to follow to be healthy.

4c. Compare your list with your classmates' and give arguments to support your choice.

Model: I find laughing (doing **push-ups**) and smiling (**jogging**) most important because it makes a person happier (**fitter**) and more positive (**more flexible**). As we know, happiness and positive emotions help people to be healthier. (Being **fit** and **flexible** has a lot of **benefits**: it makes a person good-looking and healthy.)

Help box

great – greater – (the) greatest
 big – bigger – (the) biggest
 healthy – healthier – (the) healthiest
 positive – more positive – (the) most positive
 good – better – (the) best
 bad – worse – (the) worst

optimistic, pessimistic, depressed, enthusiastic, unhappy, unhealthy, confident

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?

Model: We both eat a lot of fruit and vegetables. Neither of us sleeps less than 6 hours.

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

Lesson 2. You are what you eat

1a. 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. Do you follow the food guide pyramid?

1b. 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)
Milk	Cheese, ...	give us calcium ['kælsiəm]
Meat and beans	Poultry, eggs, nuts, ...	give us protein. It helps build stronger muscles ['mʌs(ə)lz], ...

2a. The words below are from a conversation with a food specialist. Read the definitions, try to guess what the words mean.

nutrient ['nju:triənt] (*n*) – something in food that people and animals need to live and grow

supply [sə'plai] (*v*) – give someone something that they need or want

dairy ['deəri] (*n*) – milk and foods that are made from milk, e.g. cheese, butter

wholegrain ['həʊlɡreɪn] (*adj*) (bread) – wholegrain food has all the wheat grain (пшеничное зерно), with its outer part

provide [prə'vaɪd] (*v*) – give someone something that they need or want

heal [hi:l] (*v*) – make a part of the body healthy again after an injury or a disease

cell [sel] (*n*) – the smallest part of a living body, with a nucleus (ядро) in the middle

frozen ['frəʊz(ə)n] (*adj*) – made extremely cold

dried [draɪd] – dried food has water removed (убранный) from it

fat [fæt] – (*n*) a white substance under skin; (*adj*) a fat person weighs (весит) too much (it is not polite to say 'fat' about a person)


protein ['prəʊti:n] (*n*) – a substance in meat, eggs, and milk that people need to grow and be healthy

iron ['aɪən] (*n*) – a hard heavy metal

oxygen ['ɒksɪdʒ(ə)n] (*n*) – a colourless gas, that all living beings breathe in (вдыхают)

prevent [pri'vent] (*v*) – stop something from happening
poultry ['pɔʊltri] (*n*) – birds – chickens, ducks, geese, etc. – used for meat

2b. Make up a brief talk about food, using these words. Work in pairs.

2c.  Listen to the conversation with a food specialist and say if your talk was similar. Which question wasn't asked?

The food pyramid shows very little fat. Why?

What about fruit and vegetables?

How much bread should I eat every day?

Should we eat a lot of meat?

What about milk and dairy products?

2d.  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 whole-grain products; fruits; vegetables; **dairy** products; and meat, **poultry** and fish.

S: How much bread should I eat every day?

A: Eat at least **(1)**... of **wholegrain** bread and cereals, rice or pasta everyday. Look for the word “whole” before the name of the grain as it is very important. Grains, breads and cereals give us **(2)**... which help turn the food we eat into **(3)**... 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 **(4)**... and good eye-sight. Fruits give us **(5)**... 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 **(6)**... of vegetables. You may choose from **(7)**... 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 **(8)**.... Get most of your fat sources from fish, nuts and **(9)**.... Eat less fats like **(10)**..., marga-

rine [ˌmɑːdʒəˈriːn] and lard (сало). Choose (11)..., chicken or turkey. Bake it or grill it. It is (12)... than frying. Add more fish, eggs, beans and nuts to your diet.


Meat, fish, beans and nuts (13)... **protein** (белок) and **iron** (железо) which help build stronger muscles [ˈmʌs(ə)ls]. Iron carries **oxygen** to all parts of your (14)..., helps **prevent** infections, and also helps your body (15)... to get you through a busy day.

S: And what about milk and milk products ?

A: Dairy products are very important. They provide calcium [ˈkælsiəm], which helps build (16)... bones and teeth. So, if you can have milk, yogurt and cheese every day, do it. But go for low-fat (17)... It's better. Ice cream is not very good for your health. The less ice cream you eat the (18)... for you.

3. Read the text (ex. 2d) and complete filling in the table (ex. 1b). In the third column write what all these products provide your body with.

4. Use the table to speak about the importance of a balanced healthy diet.

5.  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 *Help box*.

Help box

My diet is well balanced/unbalanced, because it provides/doesn't provide enough... I should eat more.... I should eat less.... It is better to eat.... It's healthy/unhealthy to eat....

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



Year 9 → Unit 3 → Lesson 2 → Active vocabulary
(matching words and their definitions)

Lesson 3. Smart food, junk food

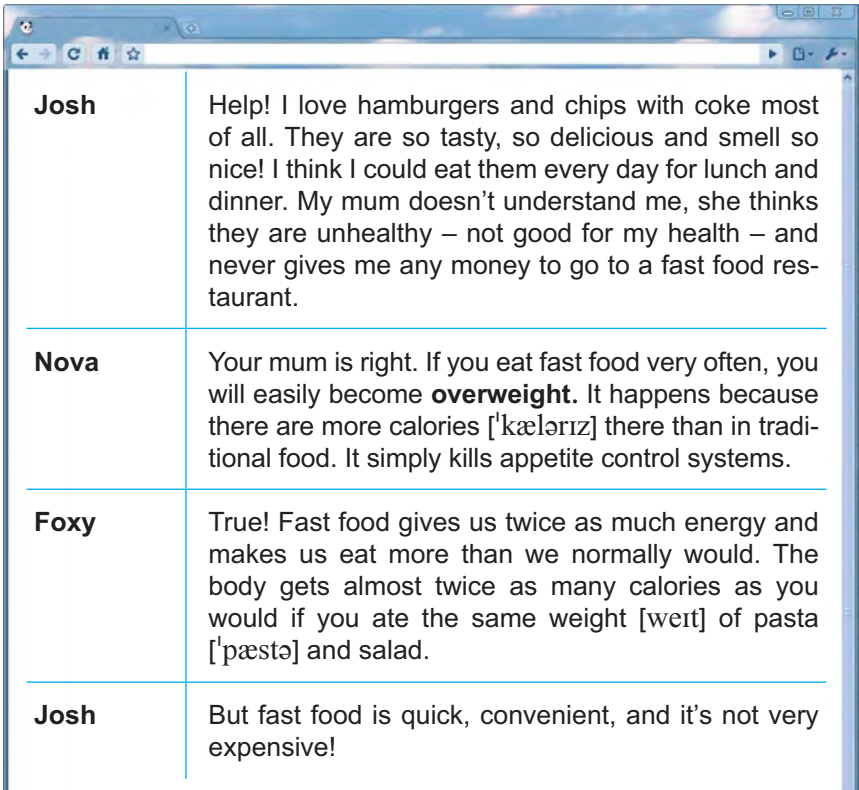
1a. Work in pairs and answer the questions:

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

1b. Say if your partner prefers smart (home-made) food or junk food.

junk food – unhealthy food that has a lot of fat, salt and sugar in it

2a. Listen and 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 unhealthy – 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 ['kælərɪz] there than in traditional food. It simply kills appetite control systems.
Foxy	True! Fast food gives us twice as much energy and makes us eat more than we normally would. The body gets almost twice as many calories as you would if you ate the same weight [weɪt] of pasta ['pæstə] 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 [kə'lestərəl]. 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.

overweight [ˈəʊvəweɪt] – heavier than one should be

2b. 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?

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

Fast food can be a 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 has a lot of **additives** if it is not home-cooked. Foods like pastas, pizzas, burgers look nice and taste nice because of **artificial** [ˌɑ:tɪ'fɪʃ(ə)l] colours, **flavourings** ['fleɪvərɪŋz] and **preservatives** [pri'zɜ:vətɪvz].

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 dietary recommendations.

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 (очень жирное) meat, refined (очищенные) grains, and added sugar and fats, instead of **nutritious** foods such as lean (постное) meats, fresh fruits and vegetables. It doesn't provide any benefits to the body and the harm it causes to the health is big.

3b. Read the definitions of the following terms and find their Russian equivalents.

additive ['ædətɪv] (*n*) – a substance added in small amounts to food to make it last longer or look more attractive

artificial [ɑ:trɪfɪ(ə)l] (*adj*) – made in imitation of a natural product

flavouring ['flɛvərɪŋ] (*n*) – a substance (вещество) added to food or drink to give it a particular flavour (= taste of food or drink in a mouth)

preservative [prɪ'zɜ:vətɪv] (*n*) – a substance used to prevent food or drink from being spoilt (портиться)

obesity [əʊ'bi:səti] (*n*) – a condition in which someone is so fat that it is dangerous for their health

nutritious [nju:trɪʃəs] (*adj*) – providing the substances that people need to be healthy

3c. 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.

4. Collect arguments against fast food, and then roleplay a dialogue for the following situation in pairs.

It's lunch time. S1 wants to have fast food. S2 is against it because it is unhealthy and suggests having lunch at home.


5.  Write a letter to Josh explaining why it is very unhealthy to eat fast food.



Year 9 → Unit 3 → Lesson 3 → Active vocabulary
(matching words and their definitions)

Lesson 4. Feel fit

1. Look at the food pyramid on page 56 and answer the question: *What do we need to do to have good health?*

2.  Listen, 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 a major concern. Earlier life was very hard and humans used to hunt (охотиться) in order to survive, and their body had a lot of physical exercise. They ate **less** and exercised **more**. Now people live **well, much better** and **more easily** than a long time ago. They don't have to be strong to get their food and as a result, they hardly do enough 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 life? This is a big question. We need proper nutrition and a fit





and healthy body. Good health is all that most people dream of. Becoming healthier and fitter is not very difficult but needs a lot of work.

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



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

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

Grammar focus

Degrees of comparison of adverbs

- Look through the text again and say what part of speech the words in bold are. What do they mean? What question do they answer?
- Which adverbs are in the positive, comparative or superlative degree? How are they formed?



Read the rule (pp. 278–279) and check your answers.

3a. 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 ...

3b. Say which of these sentences are true about you.

4.  Listen, read and 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? (i.e. walking, swimming, cycling, jogging, cross-country skiing, skating)

Give yourself 1 point for each time. *Points* ____

2. How many stretching or flexibility (гибкость) 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 a lift or escalator when going up one or two floors?

Yes: 1 point *Points* ____

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 do any 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 (пульс)? 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 *Points* ____

Your Total Point Score: ____

If you scored:

0–6 points: Your fitness level is below average. Your activity level is too low to offer any health benefits.

7–14 points: Your fitness level is about average. If most of your points came from daily activities, we encourage you to add more.

15–30 points: Congratulations! You are already living the "fitness lifestyle". Consider adding different activities or varying your

programme to maintain interest and motivation. Check your activities to see if you have a good balance of aerobic activity, flexibility, and strength.

31–40 points: Your activity level indicates that you are probably training for a particular sport or competition. If you are feeling good, then continue enjoying your activities. But remember, your risk of injury (травма) 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. Do you think it is possible to improve your physical activity? Read the following for ideas. Work out your personal fitness plan. Work in pairs or in groups.

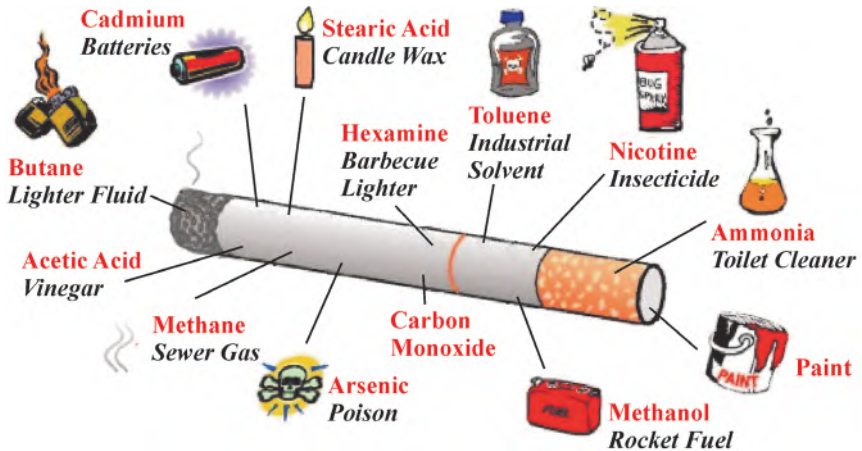
1. Do something you enjoy and set realistic goals.
2. Start off small and gradually increase your fitness levels.
3. Change your exercises every 6–8 weeks.
4. Ask friends and family for support.
5. If you are new to exercise, aim to work out five days a week, at least 20 minutes a day.
6. Don't forget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

6.  Write it down. Do you think it is easy or difficult to follow this plan?

7. Add more information to your mind map (see Lesson 1).

Lesson 5. No smoking, please

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



habit ['hæbɪt] – something that you do regularly or often, without thinking about it

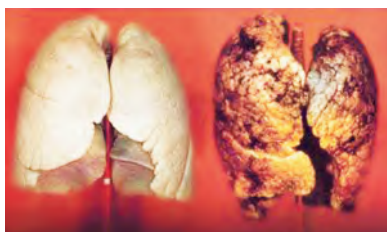
2a. 🎧 Listen and read the text and give 3–4 sentences to explain what it is about. Guess the words in bold.

No one in the right mind will have a cocktail made from a rat **poison**, an insecticide [ɪnˈsektɪsaɪd] and a nail polish remover¹. Then why breathe it into your body? Do you know, cigarette smoke **contains** over 4,000 **chemicals** including around 46 **carcinogens** [kɑːˈsɪnədʒ(ə)nz], some of which are hydrogen cyanide² (found in rat poison), nicotine (used in insecticide), acetone (found in nail polish remover), formaldehyde used to embalm³ dead bodies and still more. All these chemicals are breathed into the body while smoking a cigarette.

¹ a nail polish remover – жидкость для снятия лака

² hydrogen cyanide – цианистый водород

³ embalm [ɪmˈbɑːm] – бальзамировать



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 [tə'bækəʊ] 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 diseases¹ are associated with smoking; it **increases** the risk of cancer (рак), bronchitis [brɒŋ'kɑ:tɪs], heart diseases, etc. Nicotine **decreases** the oxygen carrying capacity (способность) of blood. The immune system of an active smoker is so bad that they take more time to recover from (поправить-ся от) any disease.

increase [ɪn'kri:s] – увеличивать


decrease [dɪ'kri:s] – уменьшать

Vitamin C is destroyed (разрушается) 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. If somebody smokes in the room, infants under 2 years of age can get bronchitis and pneumonia [ŋju:'mɔ:niə].

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 soon after you say goodbye to your very last cigarette. One year after people stop smoking, the heart diseases decrease by 20%. So, just say “I am never-ever going to smoke away my life and health” and be happy!

¹ **diseases** [dɪ'zi:zɪz] – болезни


2b.  Listen and read the text again and find answers to the following questions.

1. How many chemicals and carcinogens does a cigarette contain? 2. How often do people die from smoking? 3. How many people die from smoking every year? 4. Why do people who smoke look older than non-smokers? 5. How does smoking affect non-smokers?

2c. Complete the table about the chemicals found in cigarettes. Compare the table with your classmates and discuss which of problems you find most dangerous. Why?

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:'mældɪhaɪd]		

3a.  Listen, read the text and answer: *How can you prolong your life? How much can you prolong your life?*

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

1. 77 per cent of smokers die sooner than their peers. So, **the more** people smoke, **the sooner** they die.
2. 66 per cent of people who drink alcohol die young. So, **the sooner** you will start drinking, **the less** you will live.
3. People who eat fruit and vegetables at least 5 days a week prolong their life by 44 per cent. So, **the more fruit** and vegetables you eat, **the longer** you will live.

4. People who are physically fit prolong their life by 24 per cent. So, **the more** you exercise, **the better** for you.
5. All in all, the scientists calculated that those who exercise, eat fruit and vegetables and don't smoke or drink alcohol live 14 years longer than those who don't follow these rules. So, **the sooner** you understand it, **the better and healthier** your life will be.

3b. Read the text again and guess the meaning of the *the... the* sentences.


Grammar focus

Конструкция *the...the*

The more fruit you eat (1), **the healthier** you are (2)
the... the... sentences mean that both things change together and that the second thing depends on the first one.



Read the rule (p. 279) and check your answers.

4.  Go back to the list of problems (ex. 2c) and rewrite it using *the... the* sentences.

5. Add more information to your mind map (see Lesson 1).

Lesson 6. Addiction - when you just can't stop it

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).

2a. 🎧 Listen to the telephone conversation and answer the questions.

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



2b. 🎧 Look through the list of the signals of addiction 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 work (отстаёт),
- 5) avoids friends, or hangs out with kids who use drugs,
- 6) sells their things or steals yours,
- 7) is very moody and behaves in ways which are unlike their usual behaviour,
- 8) gets upset (расстраивается) 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.

2c. Do you think Jane made the right decision to phone Teenage Helpline? Why?

3a. 🎧 Listen and read along the e-mails Jane and Mary were exchanging. Answer the questions: *What can be addictive? What is physical addiction? What is psychological addiction?*

1. Mary, I am afraid what you said might be true. What shall I do?
2. Jane, you cannot really help someone who has an addiction. That person has to help himself. All you can do is show that

- you care, tell those adults you trust about the problem, and be ready to praise every small step taken to stop the addiction.
3. Mary, I decided to talk to my parents first but I want to know more about the problem before I do it.
 4. You are right, Jane, but don't wait too long, as the longer you wait the more difficult it may be to sort it out. I attached the information you might find useful.

Types of addiction

There are two types of addiction.

1. Physical addiction is when a person's body becomes dependent on something and wants more and more of whatever it is to be able to feel OK. Trying to give up can make that person suffer withdrawal [wɪð'drɔ:əl] symptoms¹ 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 [ˌsaɪkə'lɒdʒɪk(ə)l] **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 or depressed if they can't get the thing that they want.

3. What can be addictive?

People can become addicted to a wide range of things

- drugs – legal and illegal,
- alcohol,
- tobacco,
- sniffing glue or petrol (бензин).

But people can also become addicted to behaviours, which take over their lives.

Among others, teenagers often become gamers and spend too much time at their computers, video games, mobiles and

¹**withdrawal** [wɪð'drɔ:əl] **symptoms** – физические или психические расстройства, возникающие после прекращения приёма наркотика или уменьшения его дозы

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 somebody is using,
- not making the mistake of thinking what that person is doing must be cool because they are older than you.

3b. Read the e-mails again and decide what information you would use to talk to someone who you think might be addicted. Work in pairs.

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

Lesson 7. Sleep tight

1. Read the famous saying and discuss it.

Early to bed, early to rise, makes a man healthy, wealthy and wise.

Benjamin Franklin



2. Guess the words in bold and answer the questions. Compare with your partner.

- How long do you usually sleep?
- When do you **fall asleep** on weekdays?

- How long should a person sleep to feel well?
- Is it **harmful** for your **brain** to sleep less than 7–8 hours?
- Can **lack of** sleep cause **illnesses**?
- Is good sleep a luxury¹ or a necessity?
- What happens to a person who doesn't sleep enough?

3a. Read the first paragraph of text 3b and guess the meaning of the words in bold. Use the dictionary entry for help.

Get 1) to come into possession of; to receive or earn 2) to bring 3) to manage: *How did you get to be captain?* 4) to make ready or prepare: *to get a meal* 5) to hear, notice, or understand: *I didn't really get why you couldn't do it yourself.* 6) to catch or enter: *to get a train*

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

Get along (*intransitive*) to 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.*

¹luxury [ˈlʌksjəri] – роскошь

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.*

3b.  Listen and read the article. Compare your answers (ex. 2a) with the information from the text. Discuss with your partner the facts you find most surprising.

Sleep is food for the brain (мозг). During sleep, important body functions and brain activity happens. 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.

a teen = a teenager

- Teens need about 9 1/4 hours of sleep each night to function best (for some, 8 1/2 hours is enough). Most teens do not get enough sleep – one study found that only 15% reported sleeping 8 1/2 hours on weekdays.
- Teens often have irregular sleep patterns – they typically stay up late and sleep in late on the weekends, which can affect their biological clocks and hurt the quality of their sleep.

CONSEQUENCES:

Not getting enough sleep or having sleep difficulties can:


- limit your ability to learn, listen, concentrate and solve problems. You may even forget important information

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

- add to skin problems;
- lead to bad behaviour such as shouting at your friends or being impatient with your teachers or family members;
- make you eat too much or eat unhealthy foods like sweets and fried foods that lead to weight gain.

SOLUTIONS:

- Make sleep a priority. Decide what you need to change to get enough sleep to stay healthy, happy, and smart!
- Make your room very comfortable. Keep it cool, quiet and dark. If you need to, get dark curtains. Let in bright light in the morning to tell your body to wake up.
- 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.
- Choose 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.



Year 9 → Unit 3 → Lesson 7 → Phrasal verbs with
'GET' – 1 (cloze test), 'GET' – 2 (cloze test)

Lesson 8. "A Healthy Lifestyle" poster

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

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

1b. Compare your sentences with your partner's, and then with the class.

2. Look at the poster (p. 79) and at the mind map. Answer the questions in pairs.

- What information about a healthy way of life has not been included? Why?
- What information would you like to include in your poster? Why?
- What rubrics would you like to include in your poster?
- What information would you like to include in the rubrics?

3. Plan your poster rubrics and design. Write a text that could accompany the poster and give a wider explanation to the ideas that are depicted there (use your written homework tasks). Work in pairs.

4. Get ready to present your poster.

A. Make a poster with short captions to the pictures.

B. Practise speaking about each rubric of your poster (use the text you wrote in ex. 4).

A Healthy Lifestyle...



Get Active, Have Fun!

Regular physical activity will...

- increase energy and lower stress.
- change how you look and feel.



Eat Well...

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


Feel Good About Yourself!


- Healthy bodies come in many shapes and sizes.



Lesson 9. Your steps to a healthy life style

1. What does one need to do to live a long, healthy and happy life?

2a.  Listen to the text and guess how old the man is.

2b.  Listen again and check your predictions. What do you think about the man's lifestyle?

3.  Listen, read a newspaper article about the oldest person in the US and say what his secret of long life was.

The world's oldest man, Walter Breuning, died at the age of 114.

He put his long life down to eating just two meals a day, working as long as he could, and always ready for change.



He died of natural causes (естественные причины) at a hospital in the USA.

Walter Breuning was born on 21 September 1896. As a kid, Breuning had no electricity or running water – his mum had to bring water from an outside to give him a bath.

In an interview shortly before his death, Breuning said he wasn't afraid of dying.

He also said: "Everybody says your mind is the most important thing about your body. Your mind and your body. You keep both busy ... you'll be here a long time."

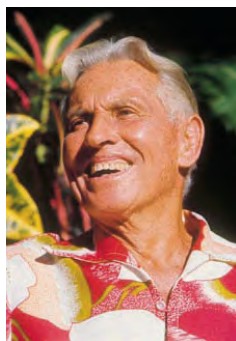
4a.  Listen and read a newspaper article about Paul Bragg and say what his secret of a long and healthy life was.

Paul C. Bragg – a health legend

Paul Bragg began his journey into physical fitness as a very sickly teenager and lived to the age of 95. The following extract is taken from his book *Healthful Eating*:

Hippocrates¹, the father of the natural healing sciences said: “Food will be your medicine, and medicine will be your food.” “Strength, growth, nourishment² result from the right food.”

These statements are equally true today. We know that the only real cures (лечение) come from food. As an example, let’s take scurvy³, the disease that kills thousands around the world every year. It can definitely be cured by massive doses of Vitamin C.



I could go on and on speaking about the importance of nutrition. Food is the magic doctor. Drugs cannot make such claims. Travel the world over, and you will find the shelves full of every imaginable kind of food.

Yet with all this great variety of food, we are poorly nourished. Being overfed can be even more dangerous than being underfed.

Important nutrients are missing in the daily diet. Too much rich food – such as fatty meats, dairy products, eggs, sugary and salty foods – are just as dangerous to good health as too little food....

My early experience

My life was saved by the science of nutrition. At the age of 16, I had a terminal case of T.B. (tuberculosis [tjuːbɜːkjʊˈleʊsɪs]). By the grace of God, I was led to Dr. August Rollier in Switzerland, a man who was ahead of his time in the science of nutrition. From a boy dying with a bad disease – for whom not one doctor in America could hold out any hope of recovery – I became a healthy young man.

Seventy years later

Ever since my recovery I have had a painless, tireless, ageless body. I have been an outstanding athlete in many sports. And today, as a great-grandfather, I am still an athlete – at the

¹ **Hippocrates** [hɪˈpɒkrətiːz] – Гиппократ – древнегреческий врач, «отец» медицины

² **nourishment** [ˈnʌrɪʃmənt] – nutrition

³ **scurvy** [ˈskɜːvɪ] – цинга

age when most men of my calendar years are old people with one foot in the grave (в могиле) or already in the grave.


I still jog, swim miles at a time, climb some of the world's highest mountains, play tennis. I write several books a year, and have a lecture schedule that takes me around the world.

I still have all my own teeth, and a scalp full of healthy hair. My blood pressure is 124/73, and I have a strong, steady pulse of 64. My vision is as keen as an eagle's, and my hearing as sharp as an alert animal's. It became possible only because of proper food and daily exercise...

4b. Read the article again and say if the sentences are true or false.

1. Hippocrates said, "Strength, growth, nourishment result from the right food."
2. Being overfed is less dangerous than being underfed.
3. Many rich people as well as poor people are not properly fed.
4. Paul Bragg was a very strong child and teenager.
5. As an elderly man Paul Bragg had a painless, tireless, ageless body.
6. He could jog, swim, climb some of the world's highest mountains, and play tennis when he was well over seventy.
7. His eyes were not so good as his hearing.
8. Paul Bragg died at 95.

5. Work in pairs. Discuss what impressed you most of all in the texts.

6a.  Look through the texts and write 3 steps to a healthy lifestyle. Explain why these steps are important. Work in pairs or in groups.

6b. Discuss with your classmates what further steps you would like to add.

7. Think what you would like to change in your life to make yourself healthier. Work out your action plan and write it down.

Project 

A healthy lifestyle poster

UNIT 4

THE WORLD OF FASHION

Lesson 1. What's a must this season?

1a. Guess the words. Match them with the pictures.

1. accessories [ə'kʰesəɹɪz]

2. clothing ['kləʊðɪŋ]

3. make-up ['meɪkʌp]

4. footwear ['fʊtweə]

A



B



C



D



1b. Work in pairs. In turn, complete the sentences about you. Add an example, or a detail to each sentence. Say why you like it.

Model: 1. My favourite item of clothing is my new T-shirt.
My brother brought it to me from America. I like its colour.

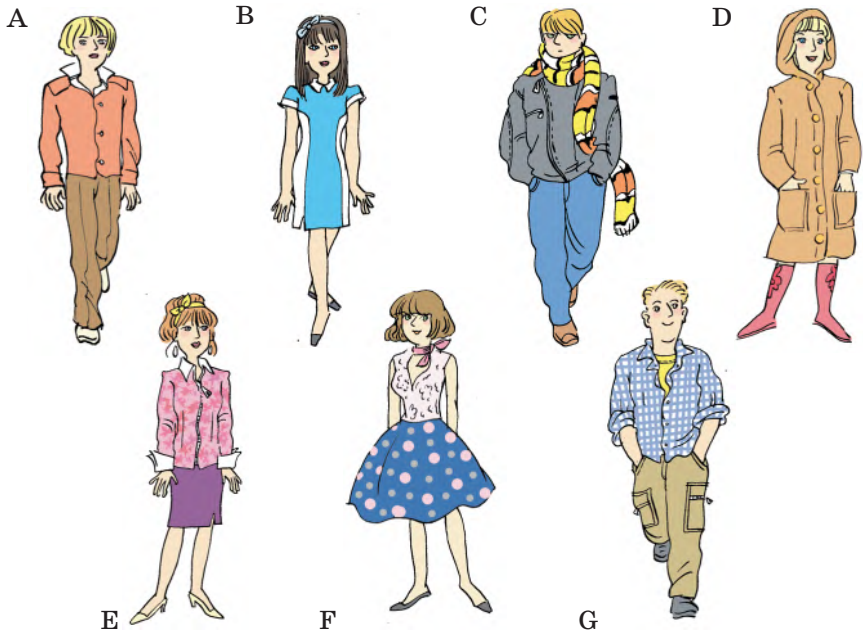
1. My favourite item of clothing is 2. My favourite footwear is 3. My favourite accessory is

2a. Look at the models in the TV programme “Catwalk 2015”. What clothes are they wearing? Which items of clothes look smart? Which look casual?

casual [ˈkæʒʊəl] – повседневный, **smart** – нарядный

Model: The shirt is casual. The jacket looks smart.

2b.  Listen to designers presenting their clothes. In what order do the models appear on the catwalk?



2c. Read some of the designers’ descriptions and match them with the models.

Model: 1 – D.

1. It’s ideal for chilly autumn days. It’s long so that your legs are warm. When it gets really chilly you can cover your head with the **hood** and you can put your hands into the big **pockets**. It’s got six large decorative **buttons**. Six buttons on a coat is a fad this season! For this collection I used **plain** materi-

als, no patterns or other colours. Just a simple light brown. Simple and elegant.

2. If you wear it, you'll be the center of attention: bright and very smart! It's got long loose **sleeves** and a big **collar**. The collar and the buttons are of a contrasting colour. The shirt is ideal for a day out at a café or a disco. Girls, beware!

3. It's a nice outfit for a warm spring day. The blouse isn't **baggy** or **loose**, it fits the body well. It's because of the **zip** that goes from top to bottom. The sleeves are also **tight** and long. The **floral** pattern makes the blouse look romantic. The skirt is simple – it's knee-length and has no pictures or design on it. A floral top and a plain skirt is a good outfit to wear at work or school.

4. It's the most romantic outfit in the collection! The top is really very simple – no collar, no buttons, no pockets but it looks as if it's made for a princess. The light pink colour and the material make it look so very romantic! The **polka-dot** skirt with pink and grey polka dots is a good match to the top.

an outfit = a set of clothes that you wear together

2d. Read the descriptions again and match the words in bold in ex. 2c with the items in the picture.

Model: S1 – a sleeve, S2 – models A, C, D, E, G have long sleeves.

2e. Complete the other designers' descriptions. Use the words from the box. There are some extra words.

hood, tight, sleeves, polka-dot, collar, baggy, striped, checked, zip, buttons, pockets, plain, floral, loose

must (*v*) – a must (*n*)

1. It's a must for a man's wardrobe next spring! The silhouette [ˌsɪluː'et] is simple but nice. It goes well with jeans of any type. It's got a (1) **zip** but you can leave it open if you wear a sweater under it. It looks very good with a long scarf. A (2)... scarf will make you look stylish this season!

2. It's ideal for a warm summer day if you go out. The material is natural so you won't feel hot in it. It doesn't have many

decorations – just a small (3)... and short (4)... It's got a classic silhouette, so you can wear this dress for several summers.

3. It's perfect for teenage boys – the (5)... jeans and a (6)... shirt over a grey T-shirt will make it easy to make friends with new people. The jeans are very comfortable – you can skateboard or roller skate or dance in them. You can put many useful things into the (7)..., and you won't lose them because the pockets have (8)... The shirt is good in the evenings when it gets cooler. You can wear any T-shirt under it and you still will feel comfortable in this outfit.

2f. Work in pairs. In turn, complete the sentence "This season... is a must." Use the ideas from ex. 2a–2e. Who says the last sentence?

3. Play a guessing game.

1. On a strip of paper write what you are wearing today. Describe one item (one thing).

Model: Today I'm wearing a plain blouse with buttons and a small collar.

2. Put all the strips into a hat. Mix them well.

3. Student 1 draws one strip of paper and reads the description. The classmates guess who is described.

4. The hat goes to another person.

4. At home, open your wardrobe and look at the clothes you have. Be ready to describe three items that you like most. Use as many details as possible in your description. Explain why you like these items. Be ready to ask your partner about their favourite clothes.

Lesson 2. You look wonderful today!

1a.  Listen to the dialogues. What are the people doing?

A. They are buying clothes.

B. They are discussing clothes.

C. They are complimenting each other.

1.

- A:** You look wonderful today!
B: So do you!
A: This nice suit **suits** you perfectly.
B: Do you really like it?
A: Yes, I do. It **goes well with** your pink shirt, too.
B: Thank you.



2.

- A:** Those are nice gloves! They **match** your handbag marvellously!
B: Thanks. I'm very glad you like them.
You look great too! I like your blue sweater. Is it new?
A: Oh no, I've had it for years!

3.

- A:** I like your skirt! It **fits** you like a glove!
B: Thank you. How kind of you to say so.
A: Where did you get it?
B: I got it in London.
A: It's beautiful.
B: Thanks a lot.

1b. Read the dialogues and guess the meaning of the words in bold. Match them with their definitions.

- a. to suit b. to match c. to fit d. to go well with

- 1) to be the right size for someone
- 2) to look good together in style, colour, etc.
- 3) to form an attractive combination
- 4) to make sb look good

1c. Find the compliments and read them aloud. How do people react to compliments?

1d. Work in pairs. Compliment your partner on the clothes they're wearing. React to the compliment you get.

2a. You're buyers choosing items for your shop from the catalogue.

Model: **A:** Oh, I like them. They're long and tight. They're black and white. They have pockets without zips or buttons.

B: Are they girls' trousers number 3C?

A: Yes, they are.

B: I like them too.

For girls

Blouses, Shirts and Tops



1A



1B



1C

Skirts



2A



2B



2C

Jeans and Trousers



3A



3B



3C

For boys

T-shirts and Shirts



4A



4B



4C

Jeans and Trousers



5A



5B



5C

Sweaters and Jackets



6A



6B



6C

2b. Put different items together to make an outfit you would wear in different situations. Explain your choice. Use the words from the box.

to suit, to fit, to match, to go (well) with, to be ideal with / for, to be perfect with / for, smart, casual, comfortable for a picnic / hanging-out (бесцельно проводить время с друзьями) / disco / party / ...

Model: I'd wear the baggy denim jeans with the checked shirt. I think they match well. This outfit would make me feel comfortable. I think it is perfect for hanging-out with friends.



Year 9 → Unit 4 → Lesson 2 → Commonly confused words (word search)

3a.  Listen to what some buyers say when they choose clothes for their shops. Match the descriptions with the items.

Model: Buyer 1 – item 1B, a blouse.

3b.  Listen again and say why the buyers choose these items.

Model: 1. Buyer 1 chooses the blouse because he thinks it's beautiful.

3c. Read the sentences and match the words in bold with the pictures in ex. 2a.

Model: 1. A silk blouse – picture 1B.

1. I'm taking this beautiful white **silk** blouse.
2. This warm jacket with a **fur** collar will be popular with boys under 20.
3. I think these tight black **leather** trousers will be popular for discos.
4. I'm sure this short plain **linen** skirt will be a hit this season.
5. I'm sure this plain hooded **cotton** T-shirt will be popular this season and next season too.
6. This pale pink sleeveless **lace** top looks romantic.
7. This warm light colour **woolen** sweater is a must for cold days!
8. These baggy blue **denim** jeans have been popular with teenage girls for a couple of seasons.

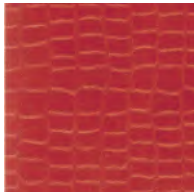
3d. Label the pictures. Use the words in bold from ex. 3c.

Model: A – fur.

A



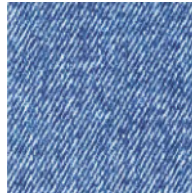
B



C



D



E



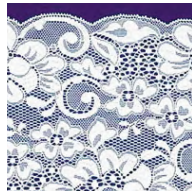
F



G



H



4. Play a 'Feely Bag' game.

- Put items of clothes or pieces of different materials into a bag.
- A blindfolded¹ person touches one of them and says what material it's made of.

Model: I think it's linen.

- Then they take the item out of the bag to check their guess.

Grammar revision

Order of adjectives

- Read the sentence and match the adjectives with their categories in the table.

I'd like this beautiful long loose green plain woolen coat.

(1) opinion	(2) size / shape	(3) colour / pattern	(4) material	<i>noun</i>
-------------	---------------------	-------------------------	--------------	-------------

¹**blindfolded** – с завязанными глазами


5. Work in pairs. Describe the items in the catalogue in ex. 2a. Use three adjectives in each sentence.

Model: A: Item 5C. B: It's a casual striped cotton shirt.

Help box

short, checked, hooded, baggy, beautiful, silk, black, fantastic, yellow, big, loose, polka-dot, long, nice, linen, striped, casual, purple, wonderful, small, tight, leather, woolen, smart, elegant, floral, plain, new, fashionable, pink, lace, cool, sleeveless

6a. Work in pairs. Imagine you're buyers. Agree on 5 items from ex. 2a for your shop. Think about the arguments to persuade your clients to buy the items you like. Use ex. 2b for help.

6b.  Write a report to your manager. Describe the 5 items you have chosen.



Year 9 → Unit 4 → Lesson 2 → *Suit, match, fit or go with* (cloze test)

Lesson 3. Can you give me another pair?

1.  Listen to the dialogues in a clothes shop and match them with the pictures.



1.

Customer: I'd like to buy a dress.
Which way shall I go?

Shop-assistant: Some dresses are casual, **other** dresses are smart.
Which do you need?

Customer: I'd like to have a look at casual dresses for summer.

Shop-assistant: OK. Over there on the left.

Customer: Thank you.

2.

Shop-assistant: Lots of casual dresses. These are made of cotton. **The others** are made of linen.

Customer: I prefer cotton dresses. I need a blue dress. Middle size.

Shop-assistant: Fine.



3.

Shop-assistant: Would you like this dress? It's lovely.

Customer: No, I'd like **another** one, but I don't know which.



4.

Shop-assistant: Have a look at these two dresses. I think they'll suit you well.

Customer: This dress is too dark, but **the other** one is really cool. I'll try it on.

Grammar focus

Pronouns *another*, *other*/*others*, *the other*/*the others*

- Which sentences with the above pronouns in the dialogue mean the following (see ex. 1)?

- | |
|---|
| <p>A. a different person or thing of the same type</p> <p>B. the rest of the people or things in a definite group</p> |
|---|

C. the thing or person from two things or people, mentioned after the first one


D. people or things different from (отличающиеся от) the ones already mentioned or known about

- Match the meanings with the pronouns.

Model: A ... – another one (dress).



Read the rule (pp.280–281) and check your answers.

- 2a.**  Complete the dialogue with 'another', 'other', 'the other', 'the others'. Then listen and check.

Customer: I bought a lovely leather jacket here last month and I like it a lot. I'd love (1)... one in a different colour.

Shop-assistant: We don't have those any more. But we have (2)... jackets in a different colour. Have a look at this one.

Customer: Yes, it's lovely, but the red colour doesn't suit me. Do you have (3)... colour?

Shop-assistant: Here are two similar jackets.

Customer: I like the blue one, but I don't like (4)... jacket. Do you have (5)... jackets I can try on?

Shop-assistant: Take the blue one and I'll bring you (6)... jackets to try on. The fitting room is over there.

(five minutes later)

Shop-assistant: How are you getting on?

Customer: The blue jacket suits me well, but (7)... don't fit me. The brown jacket is too baggy and the black one is too tight.

Shop-assistant: The blue colour matches your eyes perfectly! That's a good choice.

Customer: Thank you. How much is it?

Shop-assistant: 78 pounds.

Customer: Good! I'll take it!

2b. Work in pairs. Act out the dialogue 'At the shop'. Use the pictures and the words 'another', 'other', 'the other', 'the others'.



Help box

Colour: dark, bright, ... *Size:* small, medium, large, extra large *Shape:* tight, loose, baggy *Length:* short, knee-length (до колена), long, mini *Material:* leather, denim, lace, ... *Details:* with a hood, buttons, short sleeves, a zip, ...

3a. Complete the proverbs and sayings with 'another', 'other', 'the other', 'others'.

1. "The eyes believe themselves; the ears believe ... people."
2. "One hand washes"
3. "One man's meat is ... man's poison (яд)."
4. "The grass is always greener on ... side of the fence (забор)."
5. "One good turn (услуга) deserves... ."
6. "In helping ..., we help ourselves."
7. "It's one thing to flourish (процветать) and ... to fight."

3b.  Listen and check.

3c. Match the proverbs with their explanations. Do you know their Russian equivalents?

- A. Something one person likes can be something that another person does not like at all.
- B. When you see something, you know what's happening, but you believe what other people say.
- C. Saying is one thing, doing is another.
- D. If someone does something to help you, you should do something to help them.
- E. The things other people have always look better than your own.
- F. When people cooperate and work well together, they get better results.
- G. Whatever good we give out, it comes back to us.

4. Fill in the correct word: 'another', 'other', 'the other', 'others'.

- 1. I don't like these linen trousers. Could you show me some ... trousers?
- 2. My mum has got three fur coats, but she wants to buy ... one.
- 3. I've found one of my black shoes, but I can't find
- 4. Tania has four belts. One of them is white, ... are black.
- 5. There are lots of materials in the world. One is cotton, ... materials are silk and lace.
- 6. I've bought three skirts. One skirt is polka-dot, ... one is checked and ... one is striped.
- 7. Some people like to wear plain clothes, ... prefer floral or striped.



Year 9 → Unit 4 → Lesson 3 → *Another/other, the other/the others* (grouping sentences)

Lesson 4. What does she say?

1. Work in pairs. Read what some famous designers said about fashion. Discuss which statements you agree with and why.

“Fashion is all a game, with new rules every season.”

Stefano Gabbana ['stefənə: gə'bɑ:nə]

“Fashions come and go, style is forever.”

Yves Saint Laurent [ˈi:v sɑŋ ləˈrɑŋ]

“Style is knowing who you are and what you want to say.”

Gore Vidal [ˈgɔ: ˈvaɪd(ə)l]

2a. Read and say who Vivienne Westwood is and what she is famous for.

Vivienne Westwood, born in 1941, is a British famous designer and businesswoman. Her first catwalk collection was shown in 1981 in London. Since then, she got the title of British Fashion Designer of the Year in 1990, 1991 and in 2006.

Vivienne Westwood is one of the most eccentric [ɪkˈsentrɪk] designers and she’s also known for her radical views on politics.



2b.  Listen to the interview with Vivienne Westwood. Which topics does she mention?

- | | |
|------------------------|------------------------|
| A. Fashion magazines | E. The public’s wishes |
| B. The last collection | F. Being active |
| C. Being stylish | G. Punk rock hairstyle |
| D. Being different | H. Expensive clothes |

2c. Match the topics with Vivienne Westwood’s words.

1. “I am attracted to people who know what suits them – they are individual and stylish.”
2. “I don’t feel comfortable defending my clothes. I’m not trying to do something different, I’m trying to do the same thing but in a different way.”
3. “I’ve always had my own little shop and I don’t need other people to tell me what the public wants.”
4. “I think dress, hairstyle and make-up are the most important factors in making an attractive person.”
5. “I was the first person to have a punk rock hairstyle.”

6. “Fashion magazines? I hate them! I hate them and I hate television, radio, the Internet and cinema! Do you know why? They’re our biggest enemy because they feed people information, they don’t let people think.”

Grammar focus

Reported speech statements

- Read the sentences and answer the questions on page 281 (in L1).

Direct Speech (Прямая речь)	Reported Speech (Косвенная речь)
<p>A. Vivienne: “<i>I am attracted to people who know what suits them.</i>”</p> <p>B. “<i>I don’t feel comfortable defending my clothes,</i>” she says.</p>	<p>A. Vivienne says she is attracted to people who know what suits them.</p> <p>B. She says she doesn’t feel comfortable defending her clothes.</p>



Read the rule (pp. 281–282) and check your answers.

2d. Report the other statements from Vivienne’s interview.

3. This is what some celebrities (famous people) say about fashion and style. Report their words.

Model: Lady Gaga says she loves all the crazy designs she wears but she gives thanks to actual designers for giving her the inspiration (вдохновение).

1. Lady Gaga [ˈleɪdɪ ɡɑːˈɡɑː]: “*I love all the crazy designs I wear, but I give thanks to actual designers for giving me the inspiration.*”
2. Taylor Swift [ˈteɪlə ˈswɪft]: “*I love experimenting with my hair, but I always come back to home base – curly.*”
3. Rihanna [rɪˈhæniə]: “*The thrill in fashion for me is taking a risk. When I go shopping, I always buy something extravagant.*”
4. Robert Pattinson [ˈrɒbzɪt ˈpætɪnsən]: “*I wear the same thing every day and I just have piles (кучи) and piles and piles of*



clothes and then every two years, I'll go to the wardrobe and see what I can give away."

5. Orlando Bloom [ɔ:'lændəʊ 'blu:m]: *"I prefer comfortable clothes. I think if you're comfortable you have confidence and that leads to good style."*
6. Justin Timberlake ['dʒʌstɪn 'tɪmbəleɪk]: *"I get more compliments when I add an unexpected item, like a favourite hat, dog-tag chains (цепи) or beat-up black military boots. I like to look ridiculous (нелепо)."*
7. Scarlett Johansson ['skɑ:lət dʒəʊ'hænsən]: *"I don't have a fixed idea of what glamour is. I think it's mainly about being confident and comfortable, but I have this black velvet cape (бархатный плащ) that always makes me feel glamorous."*

4a. Work in pairs and discuss the questions.


1. Do you care about fashion?
2. Do you think fashion is more important than style? Why?

3. Do you think trendy (fashionable) clothes can be comfortable? Why?
4. Do you think schoolchildren should wear school uniform? Why?
5. What is your style (casual, smart, elegant, classical, other)?
6. What is teen fashion for you?
7. Who helps you choose clothes?

help smb do smth =
help smb to do smth

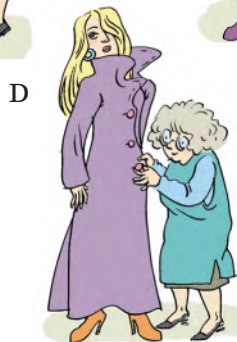
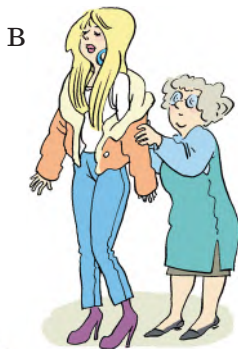
4b. Report to the class what your partner thinks about fashion and style.

Model: Tanya says she doesn't care about fashion...

5.  Ask your parents what they think about fashion and write their answers in the reported speech. Use the questions in ex. 4a.

Lesson 5. Put on a warm hat!

1a. The model's assistant is helping her to change for her catwalk show. Match the model's words with the pictures.



1. "Help me **take off** the jacket."
2. "Help me **put on** the coat!"
3. "Hurry up! **Don't be slow!** Do the coat up!"
4. "Zip my boots up."
5. "Don't throw the jacket on the floor! Hang it up!"

1b. Match the phrasal verbs with their meanings.

- | | |
|----------------|------------------------|
| 1. to put on | a) снять (одежду) |
| 2. to take off | b) застегнуть молнию |
| 3. to do up | c) надеть (одежду) |
| 4. to zip up | d) повесить на вешалку |
| 5. to hang up | e) застегнуть пуговицы |

1c.  Listen and check.

1d. Fill in the phrasal verbs form ex. 1b. Answer the questions in pairs.

1. Do you always your jacket when it is cold?
2. Do you always your hat when you enter a building?
3. Do you always your clothes at home?
4. Do you always ... a scarf ... in winter?
5. Do you have any clothes you have to?

Grammar focus

Reported commands

- Read the sentences and answer the questions on page 282 (in L1):

The model says to her assistant: "**Hurry up! Don't be slow!**"
 The model tells / asks her assistant to hurry up. She tells / asks her not to be slow.

tell sb (not) to V



Read the rule (pp. 282–283) and check your answers.

2. Report the other commands from ex. 1a.

3a. Write 5 things which your parents often tell you to do or not to do.

Model: Mum: “Come home early! Don’t stay out late!”

3b. Work in pairs. Report your parents’ words.

Model: My mum tells me to come home early. She tells me not to stay out late.

4a. Read what Vivienne Westwood advises to young people and report her pieces of advice.

Model: Vivienne tells us not to buy ...

Vivienne: “Don’t buy the rubbish they sell, buy good clothes! My advice is – think, think, think! Think if you really need new clothes. Maybe you can make new clothes from what you already have in your wardrobe. It’s easy and fun to be a designer and stylist for yourself. Just try. Think if the price is reasonable. Think what’s more important for you – someone’s name on the tag where no one can see it or your individuality. Make your choice.”

4b.  Write Vivienne’s words in Reported Speech.

Lesson 6. Ask a star

1. Read and guess who the person is.

He’s a famous English footballer who lives in California. He’s also a big name in the world of fashion. He’s a model and his face is very well known in the world. He is so much into fashion that recently he started a new brand. He’s married to an ex-Spice Girl, Victoria. They have three sons and a daughter.

2a. Work in pairs. Read the questions that David Beckham was once asked by a journalist. How do you think David answered them?

1. What’s your secret – what do you do after you play a match?
2. Have you ever made mistakes of wearing the wrong clothes?
3. What will your children do when they grow up?
4. Do you take care of your skin?
5. Who helps you choose the clothes you wear?

2b. Match David Beckham's answers to the journalist's questions in ex. 2a. How many answers have you guessed with your partner?

- A. Yes, like everybody else. Once at a party I was wearing leather trousers with a leather jacket and funny enough my wife was also wearing leather trousers with a leather jacket. It was so wrong!
- B. My wife. She has no problem telling me when she doesn't like what I'm wearing.
- C. Yes, I do. Most men like to take care of themselves these days. I don't see anything wrong in it, especially after we moved to Los Angeles. I have to use sun block every day here.
- D. It's not a secret – after a match I always take a shower, eat well and have a good sleep.
- E. I don't know what they will be when they're adults but now my son Romeo designs his own sunglasses. To tell the truth, he has a very good eye for fashion.



2c. Find and read the sentence to illustrate the picture.

Grammar focus

Reported questions

- Compare the direct questions with the reported ones and answer the questions on page 283 (in L1):

Direct Speech	Reported Speech
The journalist: “ <u>What</u> is your secret?”	The journalist asks David <u>what</u> his secret is.
The journalist: “ <u>What</u> do you do after you play a match?”	The journalist asks <u>what</u> he does after he plays a match.
The journalist: “ <u>Do</u> you take care of your skin?”	The journalist wants to know <u>if</u> he takes care of his skin.
The journalist: “ <u>Who</u> helps you choose the clothes you wear?”	The journalist asks David <u>who</u> helps him choose the clothes he wears.”



Read the rule (p. 283) and check your answers.

3a. Work in pairs. What would you ask David Beckham, if you could ask him one question?

Model: My question to David Beckham would be: “Is fashion more important to you than sport?”

3b. Report your partner’s question.

Model: Igor would ask David Beckham if fashion is more important to him than sport.


4a. Write the questions to a fashion guru using the prompts.

- 1) how long / in the world of fashion
- 2) when / start / work in fashion
- 3) how / it / start
- 4) what / like / about work
- 5) what / not like / about work
- 6) important / to be trendy
- 7) what / advice / to look good and feel good

4b. Act out an interview at the TV programme: ‘Ask a star’. Student A is a TV programme host who reports the TV viewers’ questions. Student B is a fashion guru who answers these questions.

Model: A: Our viewer asks how long you have been in the world of fashion.

B: Let me see. For more than ten years.

4c.  Report the fashion guru’s words and write a newspaper article about him/her.

Lesson 7. School uniform: where do you stand?

1. What does the word ‘uniform’ mean?

2. Look at the photographs. What groups do the people belong to? What do they look like?

1. a sportsman / baseball
2. a policewoman / the police
3. pilots, flight attendants / airlines
4. girl scouts
5. doctors

1



2



3



4



5



Help box

The person in picture 1 is a **sportsman**. Sportsmen wear uniform to **show they are part of** (represent/belong to) a sports club (an organisation, a community, an authority [ɔ:'θɒrəti], a club, a school, a society, a group).

The people wearing the uniform look **similar to others** / different from others / smart / united / neat / professional / formal / informal / disciplined ['dɪsɪplɪnd] / trustworthy / reliable / respectful.

3a. Look at the photos of school uniforms. Guess what countries the school students are from.



3b. Play a guessing game. Work in pairs. Student 1 – describe any photo. Student 2 – guess which photo it is and say the country. Swap the roles.

Help box

The uniform is (colour). The girls' uniform is made up of (a checked skirt,...). And the boys wear (black trousers or shorts,...) to school. In my opinion, it looks...

4a.  Listen and read the forum. Which question does it discuss?

1. Do we need to introduce school uniform?
2. Do we need to cancel obligatory school uniform?
3. Do we need to give children more choices with school uniform?

Tank	School is a place to learn, not a place to dress up. So I say 'yes' to uniforms.
Pinky	I think that school uniforms stop most bullying. If all the students look the same nobody is left out.
John	Don't these schools do enough damage making all these kids think alike? Do they have to make them look alike too? I totally disagree with this idea for my children.
Trendy	I'm 15 and I can't agree with the idea of uniforms for schools. I don't see why we should wear them. Everyone knows that kids express themselves through clothes. If you wear a collared shirt and a tie to school, you show that you are more grown-up, and possibly want to go into business. If you wear athletic clothes, you show that you are into sports. If you wear all black you show sadness. If you wear bright colours, you show excitement. The list goes on and on. You can tell people who you are, what you feel, and maybe even what you are thinking, simply through your clothes. Personally, I think that school uniforms completely kill this form of self-expression (самовыражение).
Ray	Definitely. Students who wear the same thing look organised and disciplined ['dɪsəplɪnd]. In my opinion, it helps focus on the studies better.
Diego	Hello, I'm Diego, a 14 year-old boy who goes to a public school. Here are my reasons why uniforms are good:

Diego	<p>1) school uniforms save you money, 2) school uniforms save you time in the mornings to get to school, 3) school uniforms prepare you for work life in which you must often wear a uniform or follow a dress code.</p>
Faith	<p>I am 16 and have had uniform since kindergarten. Well, many people think that students who wear similar clothes study better. I'm not sure about it. Kids with uniform don't have any more discipline than students without. There is still bullying. Kids can dress the same as someone else but uniform doesn't affect weight, hair, skin, intelligence, attitude, voice or height. Kids still don't focus in school and still drop out, even if they've had uniform from the start.</p>
Grace	<p>I'm 14 and I will be attending a dress coded school. Before, in my old school, I didn't have to wear a uniform. But actually I am glad that I will have to wear uniform. No more "What should I wear?" or "Does this make me look fat?" and even "I hope I look the best." I won't have to worry about it anymore, and I like it. So, I'm definitely for school uniform!</p>

4b. How many supporters and opponents of keeping the tradition of wearing a school uniform are there in the forum?

4c. Whose opinion in the forum do you agree with? Why?

4d. Make a list of phrases from the forum that they use to (1) express opinion, (2) agree, or (3) disagree. What other phrases can you add to your lists?

4e. What would you write for the forum? You can use the words from the box, and also from ex. 2.

Help box

free spirit, freedom, limit(s), easy choice, competition, difference(s), duty, role, better quality, rule(s), responsibility

alike, creative, individual, free, convenient, comfortable, dull, serious, strict, relaxed, exciting-looking, cheaper, more expensive

to develop style, to distract, to look cute, to show off, to experiment, to be proud of, to be expected to do smth, to be bullied

5a. Work in two groups: Supporters and Opponents of school uniform. You have five minutes to make a list of all arguments for or against the idea.


5b. In turn, each group say their arguments one by one. Every time use opinion/agreement/disagreement phrases. The group that says the last argument wins.

6.  Write your own entry to the forum. Explain your opinion.

Lesson 8. 911 or how to develop your personal style

1. Read the proverbs. What do they mean? Which of them do you agree with?

1. Don't judge a book by its cover.
2. Good clothes open all doors.
3. Clothes make the man.
4. The suit is best that best fits me.

2a.  Listen, read the style tips and group them into four categories: 1) Proportions and silhouette; 2) Colours and patterns; 3) Accessories [ək'sesəɪz]; 4) Dress code.

Style tip 1.

Proportion for clothes is very important. Wearing a big sweater with thick, baggy trousers will make you look very big.

Putting together a narrow skirt with a tight T-shirt may make you look like you've grown out of your childhood clothes. The general rule of fashion proportion is that a big top needs a small bottom part, and vice versa¹.

Style tip 2.

People often dress either in neutral tones or in all the colours of the rainbow. One colour is boring, many colours may be too many. What to do? Find the balance! If you wear a one-colour outfit, add a little splash of colour with accessories and see how much it will change the way you look!

Style tip 3.

Black colour goes with everything and gives you a slimming effect. Go all black or pair it with any colour.

Style tip 4.

Never overdo² on a single fabric. For example, in case of denim, you should not wear it from top to bottom, it will only make you look like a cowboy.

Style tip 5.

The common mistake is that patterned clothes make short people look shorter and fat people look fatter. A pattern can look stylish on people of all shapes and sizes. Just remember, the less is better.

Style tip 6.

Accessories are as much a part of your outfit as your shoes or your skirt. So don't forget about balance and proportion when you choose which earrings to wear or what handbag

¹ **vice versa** [ˌvaɪsɪ'vɜːsə] – наоборот

² **overdo** – перестараться

to use. The size, shape and material of your accessories should match that of the clothes you're wearing. For example, a bulky handbag is too much for a pretty, summery dress, whereas it's perfect for a thick trouser suit.

Style tip 7.

As for sunglasses, they are a great fashion accessory in the summer time but if the sun's away, put your sunglasses away. And don't keep them on when you're indoors. You may think you look cool but nobody else will.

Style tip 8.

One of the most important things is to look neat and clean and always have fitting clothes.

Style tip 9.

In different places, we need to wear different clothes. For example, attending a formal meeting, you should look elegant and conservative. For women, the best way to dress is to wear a suit, matched with a white shirt and high-heeled shoes. Men's outfit includes a smart suit with a tie, dark socks and dress shoes, not trainers! At informal events, for example, meeting friends, we should choose some casual, comfortable clothes. For a picnic, put on shorts or jeans and a T-shirt, but leave them at home when you go to the theatre.

2b. Work in pairs. Which tips do you find useful? Which tips cannot you agree with?

2c. Add more style tips. Discuss them in groups of three.

3a. Prepare for the project 'Fashion verdict', a talk show that reminds of a courtroom¹. Read what happens in the studio and fill in the gaps with the words in the box.

¹ courtroom – суд



A. the judge (судья), B. the defendant (подзащитный),
C. the prosecutor (прокурор), D. the defence lawyer (защитник), E. a witness for prosecution (свидетель обвинения), F. a defence witness (свидетель защиты), G. an independent expert

1. The ...'s clothes are brought into the studio.
2. The ... brings the case to the court: the defendant wears clothes that don't fit and don't suit him / her.
3. The ... explains his / her choice of clothes.
4. The judge asks the defence ... to comment on the defendant's clothes.
5. The ... comments on them too.
6. The outfits are commented on by the ... and
7. The ... says the final word.
8. The ... listens to everyone in the courtroom and makes a decision.

3b. Distribute the roles.

1. Decide who takes which role.
2. For the defendant you can choose a celebrity, for example, Lady Gaga or a film character, for example, Johnny Depp as Jack Sparrow in *The Pirates of the Caribbean*. The student taking the role of the defendant should dress up and make-up like the chosen celebrity.
3. Three students choose the roles of the judge, the prosecutor and the defence lawyer. The rest of the students will be witnesses for prosecution and defence witnesses.

3c. Write your speech and be ready to explain your point of view in the studio. Remember you don't have to be very serious but you are expected to give professional advice on style and fashion. You can use the proverbs and the phrases below.

Be yourself. Don't be afraid of change.
to run / take risks, to feel comfortable / relaxed / confident
to suit / fit / match / go well with

4. Get ready to present the project 'Fashion verdict'. Don't forget to bring the defendant's clothes to the studio. You can also use photos, pictures or slides.

Lesson 9. A dress for the moon

1a.  Listen, read the story and answer the questions.

1. Is it a fiction or a non-fiction story?
2. Is it prose or poetry?
3. Is it a description or a narration?
4. Is it a fairy tale, a story or a legend?
5. Who are the characters?
6. Can Madan make a dress for the moon? Explain why.

A dress for the moon

(After Indira Krishnan)

Once upon a time a young man named Madan lived in a village in northern India. Madan's father wanted him to become a farmer. But Madan wished to leave the village and find work in town. He promised to his father that he would send a part of his earnings home regularly.

In town, Madan learned to be a tailor (портной). He worked hard and soon became known for the fine clothes he made. All people in the town wanted clothes made by Madan.



The more dresses he made, the more proud and boastful (хвастиливый) Madan became.

One night Madan sat looking at the full moon high up in the sky. The moon was beautiful above a tall coconut tree (кокосовая пальма). Madan said, "I am sure I can make a dress for the moon. The moon will like my handiwork, and then the sun and stars will want me to make dresses for them."

The coconut tree heard his words. Laughing softly, the tree bent down (наклонилось) and whispered, "That's one thing you can't do."

Madan didn't like that. "How do you know what I can do?" he said. "You are only a tree."

The coconut tree tried to say something more, but Madan would not listen.

"If you want to be of some help, tell the moon that I want to make a dress for her. You are tall enough to do that," he said.

So the tree told the moon about Madan. The moon said she would like to have a dress made by the famous tailor from Earth.

Madan was excited. Quickly he began to make a dress of wonderful white silk for the moon. When it was done, he said to the coconut tree, "The dress is ready. Give it to the moon." The coconut tree did so.

The following evening, the moon didn't come out in her new dress. The coconut tree bent down and whispered, "The moon says your dress doesn't fit. It's too loose." Madan was shocked. "It can't be!" he cried. "The clothes I make always fit perfectly." But the moon gave the dress back to him, and he had to redo (переделать) it. Madan spent the night making the dress a little bigger.

The next evening the moon rose a little later. She wasn't wearing her new dress again. And again the coconut tree bent down and whispered, "The dress is too small."

Madan couldn't believe that! "How could I go wrong?" he cried.

"I tried to tell you before but you didn't listen," said the tree. "I have seen for many years that after the moon is full, she grows smaller each day until you can't see her at all. Then, she starts growing bigger day after day until she gets full. So how can you make one dress that would fit the moon perfectly?"

Brokenhearted, Madan sat with his head in his hands all night long. When he saw the moon on the other side of the sky, he whispered, “I am sorry, dear Moon. I am not as great a tailor as I thought.”

“It’s all right,” said the moon. “After all, I’m the moon. How can I wear clothes as people do?”

From that day on, Madan worked harder than before. He was not proud or boastful anymore, and his hard work brought him more money. He remembered to send a good part of it to his father. People liked him better because he was an excellent tailor and a humble (покорный) one, too.

1b. Answer the questions.

1. Why did Madan want to make a dress for the moon?
2. Why did the coconut tree say, “That’s one thing you can’t do”?
3. Why didn’t the moon put on the dress on the first evening?
4. Why didn’t she put it on the following evening?
5. Why did the greatest tailor on Earth get the moon’s size wrong?
6. Why didn’t Madan make another dress for the moon?

1c. Work in pairs. Discuss the questions.

1. What parts of the story could happen in real life and what parts are make-believe¹?
2. Is it possible that if the moon tried the dress on another day, it would fit her?
3. What lesson did Madan learn from his experience with the moon’s dress?
4. What lessons can we learn from the story?

Project 

Fashion verdict

¹ make-believe – выдумка

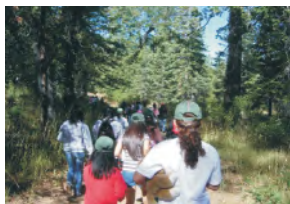
UNIT 5

WEATHER

Lesson 1. Does Weather Camp look attractive?

1a. Look at the pictures and discuss with your class the following questions:

1. What kind of camps are they? 2. What can you do in each of them?




1b. Discuss in groups of three or four students the following:

a) which of the camps you'd like to go to – a holiday camp, a sports camp, a seaside camp, a music camp, a Science camp, an English language camp

b) what you'd like to do there.

Help box

- learn to perform on stage, enjoy singing karaoke [ˌkærɪ'əʊkɪ] / dancing at a disco;
- play (different sports), do exercises, go swimming / climbing / fishing / boating, take part in competitions / games / concerts;
- read (lots of books), watch (lots of films), learn to understand and speak English better, socialise with peers from all over the world, team up with peers for doing projects, challenge one's abilities to make presentations;
- enjoy the beauty of nature, make a campfire, tidy the campsite, clean up the mess, cook some food.

2a.  Listen and read along the leaflet of the International Weather camp and answer the questions (consult the definitions of the words in bold – see ex. 2b).

1. Where's the camp? 2. When is the camp? 3. Who is it for?
4. What's the camp's aim? 5. What opportunities does it offer?

International WEATHER Camp

*We talk about it! We **expect** it! We depend on it!*

State College, Florida City

February 1–10, 2018

Resident science camp for school students.

We aim to encourage your interest in weather and to make you weather-wise¹.

Join our camp and get wide knowledge about weather!

Learn the answers to these questions:

What is weather? How does weather work? What is extreme [ɪk'stri:m] weather? What is climate?

Discover how

- to write a weather forecast,
- to conduct weather **research**,
- to do experiments [ɪk'sperɪmənts].

Get acquainted with a meteorologist's [ˌmi:tə'rɒlədʒɪsts] job by

- presenting your own weather **forecast**,
- giving information about extreme weather events.

You WILL BECOME weather wise:

- you will understand weather;
- you will understand rules of safe behaviour² in any weather;
- you will plan outside activities wisely.

And last, but not least³: you will be offered quality free time.

¹ **wise** – experienced and clever; weather-wise – having a good knowledge of weather, understanding weather phenomena (phenomenon [fə'nomɪnən] – noun, singular; phenomena – plural)

² **rules of safe behaviour** [bɪ'heɪvjə] – правила безопасного поведения

³ **And last but not least** – и последнее, но не менее важное

2b. Look at the new words from the leaflet, read their definitions and guess what they mean.

expect [ɪk'spekt] (v) – think, to hope that something will happen

get acquainted [ə'kwentɪd] (with somebody / something) (v) – get to know somebody or something

forecast ['fɔ:kɑ:st] (n) – a statement (высказывание) about what will probably happen in the future, based on information; (v) to say that something will probably happen in the future = **predict** [prɪ'dɪkt] (v)

research [rɪ'sɜ:tʃ] (n) – the detailed study of something to discover new facts; (v) to make a detailed study of something to discover new facts

2c. Which of the weather camp activities seem challenging (difficult, but interesting), exciting (interesting and full of action), interesting or boring? Why? Talk in pairs.

Model: **A:** Doing experiments seems challenging, because it can be quite difficult, but it's very interesting to discover nature's secrets.

B: Yes, right! I think so, too.

3a. Imagine you have an opportunity to go to the weather camp. Read and sort out the arguments for and against going. Use information from ex. 1b and 2a. Work in pairs.

1. You will be offered the best facilities on the campus.
2. You will be missing (скучать по) your family.
3. You will be able to swim in the swimming pool.
4. You will get acquainted with peers (со сверстниками) from all over the world.
5. You are not confident in your abilities to understand weather deeply / to speak English well.
6. You enjoy / don't enjoy doing experiments and research.
7. You will be able to work out in the gym in your free time.
8. You have a fear of dealing with strangers.
9. You will take part in dozens of activities.
10. You will go on different trips.


11. You expect you will be offered excellent meals.
12. You will be independent from your parents – you will have to rely only on yourself.
13. You are not interested in weather research.
14. You will learn to write weather forecasts.

3b. Persuade your friend to go to the weather camp. Make up a dialogue in pairs.

Student A – you want to go to the weather camp, because you think it can do you a lot of good. Give arguments to prove your point of view.

Student B – you aren't sure if you really want to go to the weather camp. Listen to your friend and agree or disagree.

Proving one's point of view	Agreeing / disagreeing
Let's go to the weather camp together! First of all, ... / Secondly, ... / Finally, ... I can see that ... I'm absolutely sure (that) ... It's absolutely clear (that) ...	Right, but what about ...ing? I don't think ... / I'm not sure ... / I wouldn't like to ... Let me see / let me think. OK / Fine.

4.  Explain why you would like or wouldn't like to go to the weather camp. Write 8–10 sentences. Use the vocabulary of ex. 2 and the following ideas.

Help box

A. I'd like to go to the weather camp and I am sure I will enjoy camp life. I will ...


Moreover, I will be independent from my parents, and it's great I will be responsible for my own progress and success ...

And last, but not least: I will dedicate a lot of time to ...

B. The weather camp offers dozens of exciting activities, but I wouldn't like to go there, because ...

Lesson 2. Welcome to the weather camp

1. How do you imagine life at the International Weather camp? Brainstorm the ideas with the whole class. Take 2–3 minutes.

2.  Listen to the welcoming speeches of the camp organisers. Copy the sentences in your exercise books and complete them.

1. Campers will be able to develop... skills.
2. They will also learn useful... skills.

3a. Read the first speech and answer the questions:

How does the speaker feel about weather? What practical skills will the campers develop?

Dear boys and girls! Welcome to the International Weather camp! We are glad you've chosen to be here. You'll be able to get wide knowledge about weather and develop practical skills – you'll read weather maps, forecast weather, conduct experiments, carry out research and do scientific projects. You'll have a wonderful opportunity to work with meteorologists and learn more about this very useful work.

The working language of our International Weather Camp is English, so you'll be able to use a lot of English and improve your communication skills. We hope, our camp will encourage your interest in and enthusiasm [ɪn'tʃu:ziæzəm] about weather, because weather doesn't leave anyone cold.

3b. Read the second speech and answer the questions.

How will the campers feel at the weather camp? What facilities are offered? What life skills will the campers learn?

Hi everybody! We'll give you a very warm welcome here. All the instructors are kind, patient, understanding, helpful, and of course, very experienced. We have good facilities, including a library, a computer centre with access to the Internet, a science laboratory, a TV room and a gym to help you keep fit. We hope you'll be fine here, that is (то есть) you will never be under the weather at our camp. You'll also learn use-

ful life skills, such as making your beds, cleaning your rooms, and washing your clothes. Don't worry, you won't have to wash your clothes by hand – we've got washing machines here. These skills will help you **to weather the storm** – to solve any life problem. We believe, you'll make new friends here, who will be real, not just **fair weather friends**. So, let's get started.

4a. Look at the idioms in bold (see ex. 3a and 3b) and say which of them means:

- a) to make people feel no emotion [ɪ'məʊʃ(ə)n],
- b) to feel unwell,
- c) to get over serious problems and be all right,
- d) to meet someone in a friendly way,
- e) a friend who doesn't help in times of difficulty.



Year 9 → Unit 5 → Lesson 2 (idioms)

4b. Expand the two sentences from ex. 2: name the skills the students will learn at the weather camp. Use sentences with the idioms to support your ideas. Can you name more skills?

4c. You get acquainted with each other at the weather camp. In pairs, answer the questions below and then say if you have much in common.

- Are you sometimes under the weather? When or why?
- What or who helps you to weather the storm?
- What books, films or sports leave you cold?
- Have you got real or fair weather friends?
- Do you always give your friends a warm welcome?

5. ✍️ Write an email to your parents about your first days at camp. Try to imagine the camp and do your best to sound optimistic, no matter what you wrote in ex. 4, lesson 1. You don't want your parents to feel worried. Use the vocabulary of lessons 1 and 2.

Hi!

Here we are. It's always difficult to predict what a new place will be like. And I didn't expect the camp would be so good!

The campus is full of facilities. You can find ...

I've got acquainted with a few people – both instructors and campers. They are ...

We are offered very good equipment and we can ...

Oh, I almost forgot! The weather is ... here.

Take care.

...

Lesson 3. What's the weather like today?

1a.  Listen and read along. Sing the song to the tune of “Oh, my Clementine”.

















What's the weather? What's the weather?
What's the weather like today?
Tell us, please, what is the weather?
What's the weather like today?

Is it sunny? Is it cloudy?
Is it rainy out today?
Is it snowy? Is it windy?
What's the weather like today?

Oh, it's sunny! Oh, it's sunny!
And it's very-very warm.
And I like it, oh, I like it
Sunny weather when it's warm!

1b. Make up your song about the current weather and sing it.

2a. The weather camp participants learn to read weather maps. Look at the weather symbols used in weather forecasts and read them.

11 th July  +30 thunderstorm ['θʌndəstɔ:m]	12 th July  +25 overcast ['əʊvəkɑ:st]	13 th July  +28 sunny inter- vals (partly cloudy)	14 th July  +32 sunny
2 October  +8 foggy	3 October  +7 drizzle	4 October  +5 light rain	5 October  +4 heavy rain
February 17 th  0 sleet	February 18 th  -10 frosty	February 19 th  -5 light snow	February 20 th  -3 heavy snow
25 May  +20 light rain shower ['ʃaʊə]	26 May  +18 downpour ['daʊnpɔ:]	27 May  +19 hail	28 May  +18 hail shower

2b. Read the definitions and guess the meaning of the words in bold:

- 1) (v) to rain in a very light way; (n, u) very light rain
- 2) (n, c) If it's raining heavily, there's a loud noise and flashes (вспышки) of light in the sky, there's a ...
- 3) (n, u) a mixture of snow and rain; (v) if it..., a mixture of snow and rain falls from the sky
- 4) (n, u) a short period when it rains, snows or hails heavily; (v) to fall in large quantities
- 5) (n, u) rain that **freezes** (замерзает) in the sky and falls to the ground as small balls of ice; (v) if it..., small balls of ice fall from the sky like rain
- 6) (adj) cold enough to produce **frost** (мороз); covered with **frost** (иней)

- 7) (adj) If there are a lot of dark clouds in the sky, the sky is ...
 8) (n, c) a large amount of rain that falls quickly



Year 9 → Unit 5 → Lesson 3

3. Look out of the window and answer the question: *What's the weather like?*

There are a few ways to answer this question.

<i>It's</i> + adjective	Present Continuous <i>It is Ving.</i>	<i>There's</i> + singular noun <i>There are</i> + plural noun
It's rainy. It's cloudy. It's windy. It's sunny.	It's raining. It's clouding over. The wind is blowing. The sun is shining.	There's (a lot of) rain. There are clouds in the sky. There's a strong wind. There's (a lot) of sunshine.

very cold (frosty)	cold	chilly	cool	warm	hot	very hot (boiling)
-20	0- -2	2	12	18-20	25	30-34

4. Look at the weather forecasts and play a guessing game 'What day is it?' in pairs. Use the words from ex. 2a, 3 and the sentences from the *Help box* instead of the underlined ones.



- Model:** A: What's the weather like?
 B: It's raining heavily. The sky is overcast. And it's chilly.
 A: I think / I guess it's the fifth of October.

B: You're absolutely right! (Try again!) Do you like / enjoy such weather?

A: (Not) very much, really. I feel under the weather when it's raining.

B: Neither do I. / So do I.

A: What do you usually do in such weather?

B: I ...

Help box


It's like the whole world is *boiling* (*freezing*)!

The heat is unbearable [ʌn'beərəb(ə)l]! hot (*adj*) – heat (*n*)

Lovely weather for ducks! (= it's pouring with rain)

It's a *lovely* (*fine* / *bright* / *nasty* – отвратительный) day!

It's great we can enjoy some *fair* (ясная) weather.

5.  Look out of the window and complete your research diary about the weather you see, what you think about the weather (ex. 4). Compare it with yesterday's weather.

interested

forecasts

leave

like

challenging

weather

expect

Weather doesn't... me cold. I mean, I am... in weather. I always listen to weather..., sometimes in the morning, in the afternoon and in the evening. I want to know what to.... I look out of the window to see what the weather is.... I like comparing real... with the weather forecast. I guess, it is very... to write a precise weather forecast.

Today is February...,.... The weather is...

Yesterday the weather was...

Conclusion: the weather is getting (better / worse / colder / warmer / snowier / rainier), because the wind is blowing from the (east / west / north / south).

Lesson 4. Are you weather-wise: what is weather?

1. Read the words of WMO¹ Secretary-General and explain why meteorology has a very important role to play (think what economic sectors depend on the weather).

“From the daily concerns² of friends and family to the success of key economic sectors and answers to major global concerns, meteorology has a vital role to play. I encourage all young people to learn more about this highly gratifying field³.”

M. Jarraud

Secretary-General

World Meteorological Organization

2a. For centuries, ordinary people and researchers kept asking questions about weather. With your class decide if you can answer these researcher’s questions.

What is weather? What does it depend on? Why does weather change?

2b. It’s a day of research at the weather camp. Any research starts with reading. Get acquainted with the information about reading in a foreign language correctly.

Compensation strategies: using context clues

When you read something in a foreign language you **don’t need to stop at every word you don’t know.**

Instead you should **read the whole text or story to get a general idea about it.** Later you will find words and whole sentences that will help you understand new words. They


¹ **WMO** – the World Meteorological Organization, a specialized agency of the United Nations Organization (Am. spelling is used here)

² **concern** [kən'sɜ:n] (*n*) – something that worries you

³ **a gratifying** ['grætɪfaɪɪŋ] **field** – отрасль, приносящая удовлетворение и радость

are called **context clues** [klu:z], e.g. **precipitation** = **mois-
ture** = rain, snow, hail, sleet, drizzle, fog (see paragraph E).

3. Work with the information from the “Weather-Wise Magazine” paragraph by paragraph in the following order:

A.  Listen and read along. Say if it answers any of the researcher’s questions (ex. 2). Ask your classmates the meaning of the words you do not remember (but not the words in bold).

B. Read aloud together with the class and guess the meaning of the words in bold. Check with the class.

C. Look through the text of the paragraph again and find the key sentence. Compare with the class and write it down in your exercise book.

A. Weather **occurs** ([ə'kɜ:z] = happens, is found) in the **atmosphere** ['ætməsfɪə], or in the air between the Earth’s **surface** ['sɜ:fɪs] and space, which consists (is made up) of a few **layers** (see the picture). To be more exact¹, weather usually occurs in the layer, closest to the Earth – up to 15 kilometres. Only really big storms can go into the next layer of the atmosphere.

In the first layer temperatures drop about 6.5 degrees Celsius ['selsɪəs] as you go higher one kilometre. The higher from the Earth, the fewer molecules ['mɒlɪkjʊ:lz] of oxygen and other gases there are in the atmosphere.



B. The simplest explanation of weather is that it is the **state** (состояние) of atmosphere at a definite time and place on the Earth. It can be hot or cold, dry or not, calm or stormy, clear or cloudy. This condition (state) is **influenced** (подвержено влиянию) by a number of atmospheric ['ætməs'ferɪk] factors, such

¹ To be more exact [ɪg'zækt] – чтобы быть более точным



as air **pressure**, temperature [ˈtempɪtʃə], **humidity**, **precipitation**.

C. Temperature is how hot or cold something is, for example air, land or water. Temperature is **measured** [ˈmeɪzəd] in degrees Celsius or Fahrenheit [ˈfærənhaɪt].

D. The air around us is never completely dry – it is **humid**. It means that it contains (содержит) water in the form of **vapour**, which is a **gas**. **Humidity** is the amount (количество) of water vapour in the air. Cold air can hold less water vapour than warm air.

Weather forecasts give **relative humidity** as a percentage [pəˈsentɪdʒ]. For example, 50 percent humidity means that the air is holding only half of the amount of water vapour it can hold at this temperature. 100 percent¹ humidity is the point (точка) where the air can hold no more water vapour – and water vapour turns into water.

E. **Precipitation** is the term given to **moisture** that falls from the air to the ground. The most common form of precipitation is rain, snow, hail, sleet, drizzle, fog, mist.



F. Atmospheric **pressure** is the **weight**² of the air pressing down on the Earth's surface and on everybody and everything on the Earth's surface. On weather maps pressure is shown with lines called **isobars** [ˈaɪsəʊbɑːz].

High and low pressure areas on weather maps are marked with **H** or **L**.

Warm air is **lighter** (легче) than cold air, cold air is **heavier** (тяжелее) than warm air. In cold air, molecules are **close**³ to each other, and they do not move fast. In warm air, molecules are more active, they move faster and they are far from each other. High pressure near the Earth's surface occurs when air

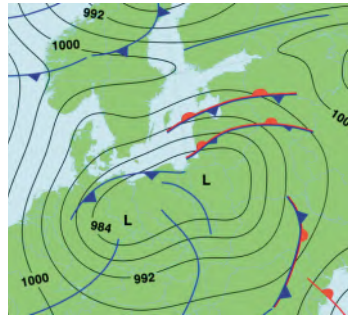
¹ **percent** – процент

² **weight** [weɪt] – вес

³ **close** [kləʊs] **to each other** – близко друг к другу

becomes colder and falls. Low pressure occurs when air is warm and rises.

Pressure is an important factor in forecasting weather. In low-pressure areas of the Northern hemisphere (полушарие), weather is usually cloudy and winds are strong. In high-pressure areas, weather is usually dry and fair with light winds.



4. Check if you can read the words below and if you remember their meaning. Work in pairs.

atmosphere [ˈætməsfiə]
influence [ˈɪnfluəns]
temperature [ˈtemprɪtʃə]
precipitation [prɪˌsɪpɪˈteɪʃ(ə)n]
Celsius [ˈselsiəs]
molecule [ˈmɒlkju:l]
vapour [ˈveɪpə]

occur [əˈkɜː]
pressure [ˈpreʃə]
humidity [hjuːˈmɪdətɪ]
degrees [dɪˈɡriːz]
Fahrenheit [ˈfærənhaɪt]
moisture [ˈmɔɪstʃə]

5. Find answers to the questions (you can read them). Work in pairs.

1. What is weather? 2. Where does weather occur? 3. What factors influence weather formation? 4. What is temperature/humidity/atmospheric pressure? 5. What is precipitation? 6. Why is there wind?

6. Watch the experiment and answer: *What phenomenon does it demonstrate?*



<https://www.youtube.com/watch?v=bN7E6FCuMbY>


7. Make a video of yourself or record an audio of your interview for the “Weather-wise Magazine”. Give a simple explanation of weather to 10-year-old children.

Lesson 5. Are you weather-wise: how does weather work?

1. What is weather? Is it important to understand weather? Why?

2. We live 'inside' weather, every aspect of our life depends on it. Therefore, it is worth having a deeper understanding of this life's mystery. With your class ask researchers' questions about weather, e.g. *Why does it (rain)?*

Write them on the board.

3a.  Listen and read the information from the "Weather-Wise Magazine". Say if it answers any of your research questions (ex. 2).

3b. Read aloud together with the class and guess the meaning of the words in bold.

For weather to occur, there must be energy. This energy comes from the Sun, which **heats** the Earth. The **heating** is uneven (неравномерное), because there is day and night and because different surfaces, e.g. trees, mountains, water in oceans, seas, rivers, absorb [əb'zɔ:b] and reflect [rɪ'flekt] different amounts of **solar** ['səʊlə] energy. Besides, the Earth is heated more at the equator [ɪ'kwɪtə] than at the north and south poles. These temperature differences influence the atmosphere. Warm and cold air move and change air pressure. The movement of the air near the Earth's surface is key to weather formation, and so is pressure, as air moves from high to low pressure areas.

The Sun also heats the water, which is on the Earth in rivers, lakes, seas, oceans, and in the upper layer of the ground.



It **evaporates** and water vapour rises into atmosphere making it **humid**.

When the water vapour rises higher and mixes with the cold air, **condensation** occurs: water vapour (a gas) turns into small water **droplets**, which form clouds. When the little droplets run into

each other because of wind, larger **drops** grow and start falling to the ground because the air can't hold them any longer. During a storm, the wind can throw the **raindrops** high up where they freeze and turn into little balls of ice (лёд). They fall down in the form of hail. When clouds rise higher, the water in them freezes and turns into ice crystals, which make up **snowflakes**, falling to the Earth as snow.



3c. Check if you can read the words below and if you remember their meaning. Work in pairs.

heat [hi:t]

solar [ˈsəʊlə]

droplet [ˈdrɒplət]

snowflakes [ˈsnəʊfleɪks]

humid [ˈhju:mɪd]

evaporate [ɪˈvæpəreɪt]

condensation [ˌkɒndənˈseɪʃ(ə)n]

3d. Find answers to the questions (you can read them). Work in pairs.

1. Why does weather occur?
2. How do clouds form?
3. Why is there rain?
4. What is snow?
5. What is hail?
6. Why is there wind?

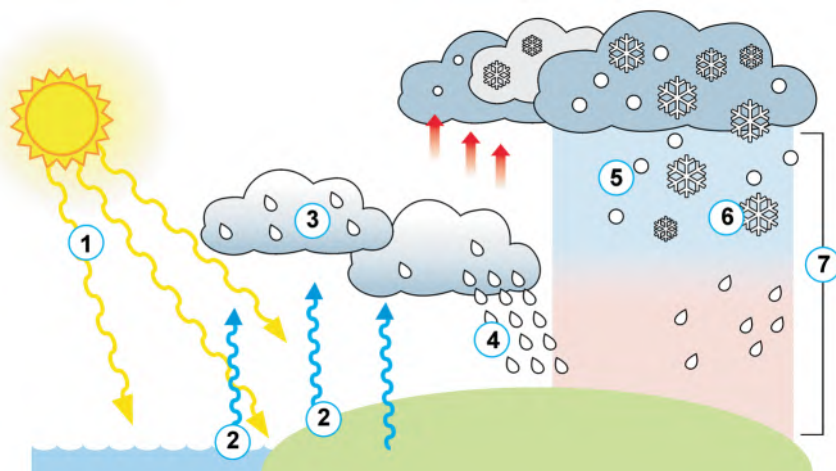
4. Complete the list of words and describe weather formation.

Heat, heating, different surfaces, ...

5. Make a simple experiment and explain what process occurs.

1. Breathe on a cold window.
2. What do you see on the glass?
3. What is the relation of this experiment to weather formation?

6a. Are you weather-wise? Look at the picture and explain in pairs how weather works.



6b.  Look and write how weather works.

Lesson 6. How is weather predicted?

1. For centuries people used their senses and experience to predict (= forecast) weather. Read what you should observe (= watch) and match the observations with their explanations.



1. Observe plants. 2. Check for humidity. 3. Observe birds.
4. Watch the clouds.

A. Many people feel it in the hair (it curls up), or salt clumps (берется комками). It happens before rain.

B. If there is a cover of them at night – expect warmer weather. They are like a blanket (как одеяло) for the earth. They keep warmth near the ground.

- C. They fold up (сворачивают) their leaves and flowers before rain.
 D. They fly low if the air pressure is low, which happens before rain.

2. Discuss in pairs and then with the whole class.

1. Do you observe weather? 2. Do you know any observations that help you to predict weather? 3. Are they always correct? 4. Is it safe to trust (доверять) such observations?

observe (*v*) = watch, observation (*n*) – ?

3. Today the International Weather camp are learning how weather is predicted.

A. Look at the instruments used in weather forecasting. Read their names¹. Which of them are used by many of us?



barometer
[bə'romɪtə]



anemometer
[ˌænɪ'mɒmɪtə]



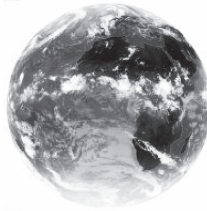
psychrometer
[saɪ'krɒmɪtə]



rain gauge
[reɪdʒ]



thermometer
[θə'mɒmɪtə]



satellite image
['sætəlait 'ɪmɪdʒ]



wind vane

¹There is no need to remember the tools, unless you want to.

**B. Do you know what these tools (= instruments) measure¹?
Match two parts to make up correct sentences.**

- | | |
|--|---------------------------------------|
| 1. The thermometer is used to measure | a) with the help of an anemometer. |
| 2. Air pressure is measured | b) with a psychrometer. |
| 3. Wind speed is measured | c) the precipitation that has fallen. |
| 4. The humidity, or moisture in the air, is measured | d) temperature. |
| 5. A rain gauge is used to measure | e) with a barometer. |

C.  Listen and check your guesses.

Grammar focus

The Passive Voice

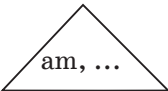


- Read the sentences in the Passive Voice and answer the questions in pairs, then check with the class.

1. What is the tense? 2. Why is the Passive Voice used?
3. How is the Passive Voice formed?

1. Specific instruments, or tools, *are used* by meteorologists to collect information, called data ['deɪtə].
2. Many years ago the various human senses *were used* as weather observing tools.
3. It is difficult to say today how weather *will be forecast* in the future.

- Copy the table and complete it in your exercise book.

The Passive Voice (be + V3)

The Present Simple Passive	The Past Simple Passive	The Future Simple Passive
 am, ... V3	 ... V3	 Will ... V3

¹ measure ['meɪʒə] (v) – замерять, измерять; (n) – мера

- Complete the sentences to make up a five-sentence rule about the use of the Passive Voice.

third form of the action verb	by	don't know
verb <i>be</i>	with	word-signal

1. The Passive Voice is used when we ... or don't want to mention (упоминать) the actual doer of the action.
2. The Passive Voice is formed with the help of the... in the corresponding (соответствующее) tense and the ...
3. We choose the tense of the sentences in the same way as we do in the Active Voice – we pay attention to the..., e.g. 100 years ago, usually, etc.
4. For the doer of the action we use the preposition... in sentences with the Passive Voice.
5. For the instrument of the action we use the preposition... in sentences with the Passive Voice.

4a. Read the talk of a meteorologist and use the correct form of the verb 'be'. What is the tense of the sentences in the Passive Voice?

For centuries weather observing tools were the various human senses – the eye, the nose, the ear. The technology of weather observation (1) (*be*) developed in the last seven centuries. The rain gauge, barometer, anemometer, psychrometer and thermometer (2) (*be*) all invented in the years between 1400 and 1700. These instruments (3) (*be*) improved through the years, but even today they are the basic observing tools of weather observers all over the world. However, things have changed. With the development of the telegraph [ˈtelɪɡrɑ:f] in the 1840's, then radio and telephone, new observing systems such as instrumented balloons, radar and satellites have appeared. They are now part of the range of tools that (4) (*be*) used by weather watchers. Thus (таким образом), the quality (качество) of the data, the possibilities (возможности) of



meteorologists to exchange information from the weather stations in different regions and the rate (скорость) of this exchange have experienced a huge leap (скачок), especially¹ with the appearance of computers.

The data collected by different weather observers, (5) (be) brought to processing ['prəʊsesɪŋ] computers. The processed ['prəʊsest] information in the form of forecasts, maps, and even three-dimensional (трехмерные) models² (6) (be) sent back to weather information users via³ television, radio, and the Internet. But today nobody can say how weather (7) (be) predicted in the future, or how accurately it (8) (be) predicted.

4b.  Listen, check and be ready to answer the questions below.

- How was weather observed in ancient times?
- When was the technology of weather observation developed?
- What instruments were invented between 1400 and 1700?
- Which inventions increased the rate of weather information exchange?
- How will weather be predicted in the future?

5. Give a brief explanation about how weather is predicted.

Help box

Different instruments are used to measure atmospheric phenomena – ...

Nowadays, the data collected at different weather stations is ..

The processed information is presented in the form of ...

Finally, the weather forecast is sent to its users via ...

6.  Read and write the letter about the International Weather camp. Which forms of the Passive Voice should be used here?

¹ especially [ɪˈspeʃ(ə)li] – особенно

² three-dimensional [ˈθriː daɪˈmenʃ(ə)nəl] models [ˈmɒd(ə)lz] – трехмерные модели

³ via [ˈvaɪə] – посредством

Hi everybody,
How are you?

The camp is great. Every day we (1) *wake up* at 7.30 and after washing we (2) *tell* to go to the canteen to have breakfast. Everything (3) *cook* very well here. You know we (4) *ask* to clean the table after the meals. Some don't like it at all, but I think it's not bad. In this way we (5) *teach* to be independent.

We have already done quite a few interesting things. Our first project – a weather forecast competition – has just starting. Besides, we (6) *teach* to forecast weather in our last class. Yesterday we (7) *take* round a weather station. We (8) *show* different measuring tools. We also (9) *explain* how predictions about weather usually (10) *make*. I believe, with satellites and computers weather (11) *predict* very well in the future.

On the whole the camp is both useful and enjoyable.
Love and best wishes,
Nelly.

Lesson 7. Weather forecasts

1a. Have a brief survey about weather forecasts. Answer the questions below.

1. How often do you get acquainted with weather forecasts?
2. What kind of weather forecasts do you prefer: radio, TV or Internet?
3. Do you use mobile phone apps to get updates on (обновления) weather?

1b. Look at the weather forecast, given by an app1Weather, and answer the questions.

1. What kind of information about weather does it give?
2. Is it interesting to get details?

2. Watch the weather forecasts and answer the questions.



<https://www.youtube.com/watch?v=jlZvHkqTOV4>
<https://www.youtube.com/watch?v=ZQTPdEKGBs>

What country is the weather forecast for? What period of time is the weather forecast for (a day,...)? What season is the weather forecast for? What's the weather like?



<https://www.youtube.com/watch?v=NQHsNamGmAg>
<https://www.youtube.com/watch?v=hj1MG3e6Y1M>

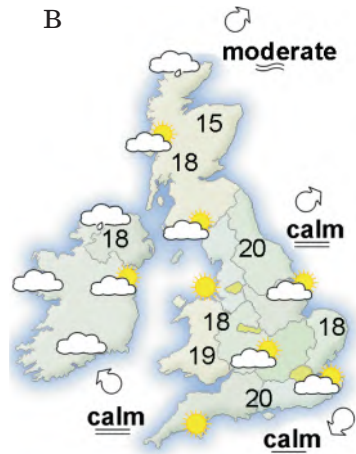
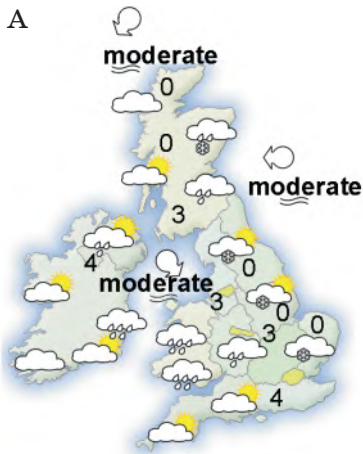
Is it difficult to be a weather presenter?

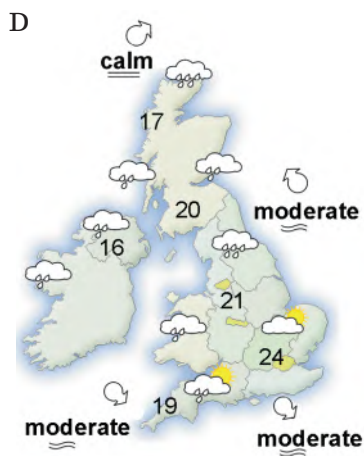
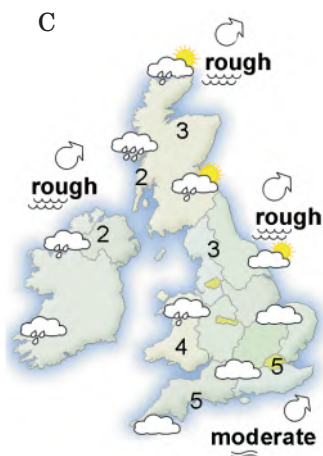
3. The Weather camp participants are learning to be weather presenters. Read and answer:

What is necessary to present a weather forecast like a pro?

A **weather presenter** is a person in meteorology who turns the information about weather into interesting TV or radio weather forecasts. They possess meteorological knowledge, creativity and excellent presentation skills.

4a.  Listen to the weather forecasts and match them with the weather maps.





4b. Read the weather forecasts, match them with the weather maps and guess which of them are for summer, autumn, spring and winter. What do the words in italics mean?

1. The day will start mainly bright with some fog. Much of the UK will be sunny and dry with light or *moderate* winds later in the day. The south-east, East Anglia and Lincolnshire will see more sunshine in the afternoon, and cloud will begin to thicken across north-eastern England during the evening. Western Scotland and Northern Ireland have the chance of patchy (местами) light rain or drizzle for a time.

The average day temperatures will range from 15 degrees Celsius in the Scottish Highlands to 20 degrees Celsius in the southeast of the UK.

On the whole, it will be a fantastic warm day. Have a good day, and fair weather.

moderate [ˈmɒd(ə)rət] – neither very great nor very small in amount, size, or strength

2. The UK will feel generally mild today under mostly overcast skies. London and southern England will have a cloudy and *breezy* but dry day, with brighter spells in places. The rest of Southern England, along with the Midlands and East Anglia, will also be gusty (с порывистым ветром) but dry. Wales

and northern England will see windy weather, with patchy rain later in the day. Northern Ireland will have drizzle or downpours and be *blowy*, too, as will Scotland, where there's a chance of sunshine and a few showers.

Remember, there's no bad weather, there are bad clothes.

4c. Work in pairs. Compare the UK's weather in different seasons with that of Belarus.

Help box

In summer the weather in ... is (not) as *cold / rainy / windy* as in ...

It's *a bit / slightly / a lot / much* colder / rainier / windier / milder than in ...

4d. Have a phonetic competition of TV meteorologists. Read the weather forecasts expressively.

5. Take part in a weather forecast writing competition.

A. Look through the scheme below and work out the structure of a weather forecast.

B. Analyze the grammar of the weather forecast.

1. In much of (Wales) / In Belarus / In the southern regions
the day / the week

will start with

early fog / frost / a light wind / a lot of sunshine / frosty weather

in the morning / at the beginning.

2. The north / The central areas

will see

rainy weather / a lot of rain / a thunderstorm

which **will move** further south / to the north

during the day / later *in the afternoon* /
later in the week.

3. *In the evening* / at the weekend / at the end of the week
the weather

will turn / will become / will get

dry / fresh / warm / cold / stormy
in the east of the country.

4. The temperature **will be** (-5°C) *in the morning*.

It **will rise / fall** by (three) degrees *by noon*









and it **will fall to / rise to** 2°C *in the evening*.

The night temperature **will be** around average / a bit higher.

The average day temperatures **will range** from (17°C) to (24°C).

5. On the whole, it **will be** a (rainy) day, but whatever the weather, stay healthy and happy, and have a good day!

C. Work in pairs. Look at the weather info and write a weather forecast for one day. Then read the weather forecast to your class. Whose weather forecast is the best?

Night		$\rightarrow -15^{\circ}\text{C}$	$\rightarrow 744$		$\rightarrow 86\%$
Morning		$\rightarrow -15^{\circ}\text{C}$	$\rightarrow 747$		$\rightarrow 86\%$
Afternoon		$\rightarrow -9^{\circ}\text{C}$	$\rightarrow 746$		$\rightarrow 74\%$
Evening		$\rightarrow -10^{\circ}\text{C}$	$\rightarrow 744$		$\rightarrow 46\%$



Lesson 8. Should we trust weather forecasts?

1. 🎧 Listen, read the story and formulate its main idea in one sentence. Define the genre of the story.

Three men in a boat

I remember a holiday of mine, which was completely ruined one late autumn because we were foolish enough to read the weather forecast in the local newspaper. “Heavy showers, with thunderstorms, may be expected today,” it said on Monday, and so we gave up our picnic, and stayed indoors all day, waiting for the rain. And people passed the house, as happy and merry as could be, with the sun shining out, and not a cloud to be seen.

“Ah” we said, as we stood looking out at them through the window, “won’t they come home wet?!” And we chuckled (усмехнулись) to think how wet they were going to get.

By twelve o’clock, with the sun pouring into the room, the heat became unbearable, and we wondered when those heavy showers and thunderstorms were going to begin.

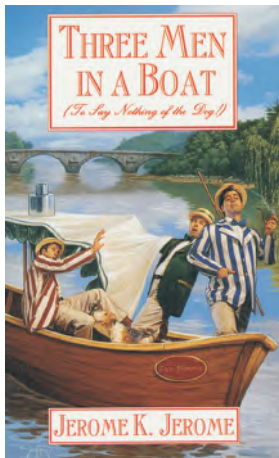
“Ah! They’ll come in the afternoon, you’ll see,” we said to each other.

“Oh, won’t those people get wet!”

At one o’clock the landlady (хозяйка дома) came in to ask if we weren’t going out, as it seemed such a lovely day.

“No, no,” we answered, with a knowing chuckle, “not we. We don’t mean to get wet – no, no.”

And when the afternoon was nearly gone, and still there was no sign of rain, we tried to cheer [tʃɪə] ourselves up (подбодрить себя) with the idea that it would come down all at once, just as the people had started for home, and they would finally get wet more than ever. But not a drop ever fell, and it finished a great day, and a lovely night after it.



The next morning we read that it was going to be a “warm, fine, fair day; much heat;” and we dressed ourselves in light things, and went out, and, half-an-hour after we had started, it began to rain hard, and a bitterly cold wind began to blow, and both kept on for the whole day. So we came home with colds and rheumatism [ˈru:mə,tɪz(ə)m] all over us, and went to bed.

The weather is a thing I never can understand.

After Jerome K. Jerome


2. Match parts of the sentences.

<ol style="list-style-type: none"> 1. “Heavy showers, with thunderstorms, may be expected on Monday,” ... 2. They gave up their picnic, ... 3. They chuckled thinking ... 4. By twelve o’clock ... 5. They said to each other that ... 6. And when the afternoon was nearly gone ... 7. But not a drop ever fell, ... 8. The next morning they read it was going to be a warm, fair day, ... 9. They came home with colds ... 	<ol style="list-style-type: none"> a) the people outside were going to get wet. b) showers and thunderstorms would come in the afternoon. c) and stayed indoors all day, waiting for the rain. d) said the weather forecast. e) and it finished a great day, and a lovely night after it. f) but it was a cold rainy and windy day. g) the heat became unbearable. h) because they had dressed themselves in light clothes. i) they still hoped that rain would come down all at once.
--	---

3. Why was the author’s holiday completely ruined? Have you ever been in a similar situation? Discuss in pairs.

4. Prove that the story is humorous. Give examples from the text. What helps you to feel the humour?

5. How should people plan a day out? Do you agree with the saying “There is no bad weather, there are bad clothes”? Collect your ideas from the whole class.

6.  Listen and read the poem below. What does it teach us? Do you try to follow the final advice of the poem?

When the weather is wet,
We must not fret (не ворчи).
When the weather is cold,
We must not scold (не ругайся).
When the weather is warm,
We must not storm (не кричи, не горячись).
But be thankful together,
Whatever the weather.

Lesson 9. Be a weather presenter

1. Get ready for a Weather Presenters Competition at the International Weather camp.



A. Write your weather forecast.

- Find a weather map in a newspaper or on the Internet.
- Write a weather forecast, following the steps (ex. 5A, B, Lesson 7).
- Check it for mistakes.

B. Get ready to present your weather forecast.

- Read it out loud several times.
- Tell your weather forecast several times, looking at the map.

2. Take part in a Weather Presenters Competition.

A. Tell your weather forecast.

B. Listen to the participants and vote for (проголосуй за)

- a) the best weather forecast presenter, b) the best story, c) the best weather, d) the longest weather forecast, e) the shortest weather forecast.

Project  Weather presenter

UNIT 6

CLIMATE

Lesson 1. Climates of the world

1a. What is weather and what is climate? Complete the sentences.

- ... is what occurs (happens) outside.
- Look out of your window any day, any time and you see ...
- ... is the average temperature, pressure, precipitation and humidity expected for a certain place.
- ... is based on the average ... experienced in a location over a long period of time – 30 years or more.
- ... describes the state (condition) of the atmosphere. It might be sunny, hot, raining, etc.
- Look out of your window every day for a month or longer, and you can determine¹ the ...
- ... is constantly changing as (= because) temperature and humidity change in the atmosphere.

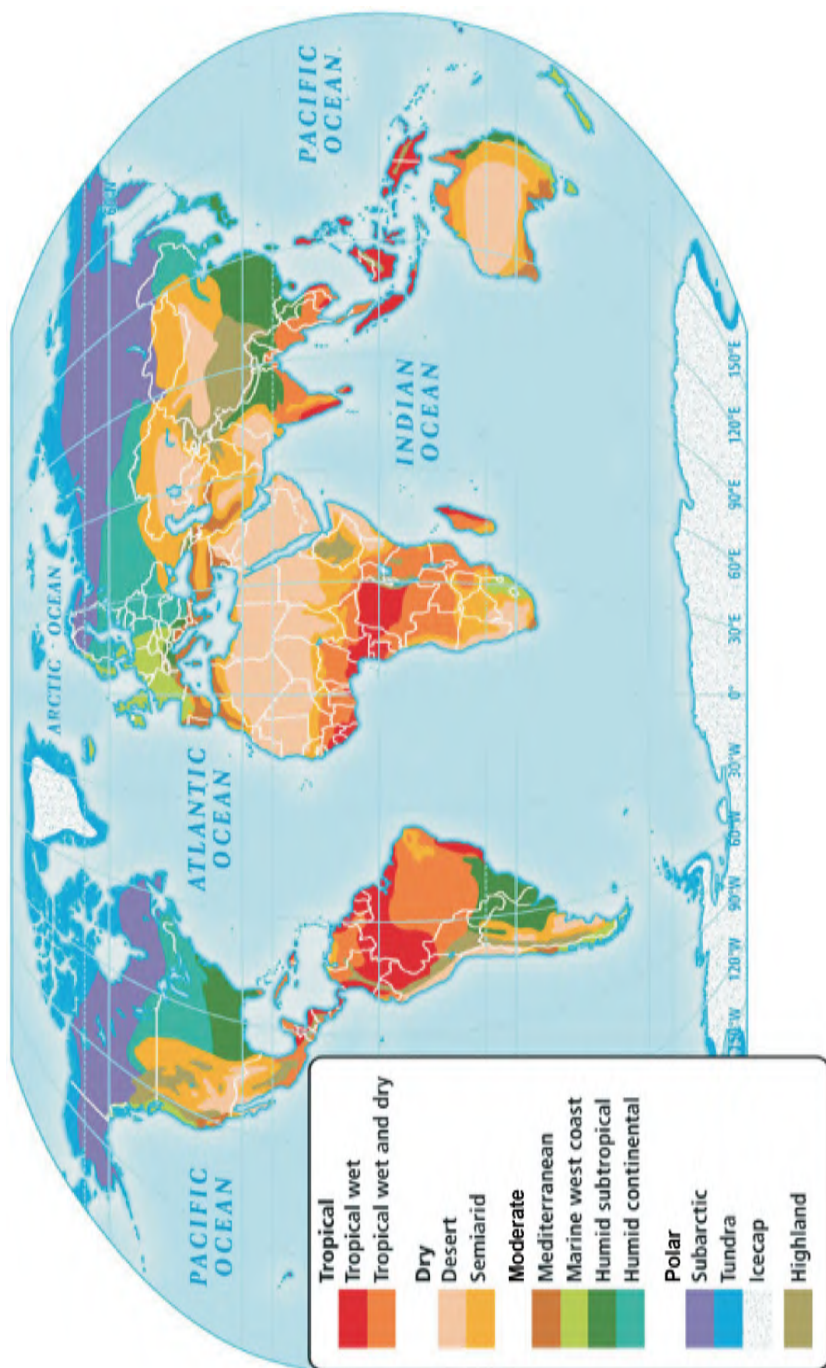
1b. Group the information about weather and climate. Sum up the information about weather and climate. Speak in pairs and then check with your class.

2a. Look at the world climate map. Which climates do you know? Which climates can you guess?

moderate [ˈmɒd(ə)rət] *adj* = mild =
умеренный



¹ **determine** [dɪ'tɜːmɪn] – определить



2b. Use the following strategies to guess all the world climates.

Compensation strategies

I. Using background knowledge.

Very often everything you know about the world (background knowledge) helps you understand the meaning of new English words. For example, you don't know the word arid ['ærid], but you see that arid climate is in Africa, and you know that there is a desert. Can you guess the word now?

Remember: *The more you know about the world, the easier it is to learn and understand a foreign language.*

II. Using visual aids.

You could also guess the meaning of the word 'arid', because you could see it on the map. Using pictures, photos, maps – visual aids¹, also helps you understand English words.

Can you guess what *Mediterranean* ['meditə'reɪniən] climate is?

Where can you find marine [mə'reɪn] climate?

III. Using words which look like or sound like Russian or Belarusian words.

For example, the word *tropical* is easily understood as 'тропи-ческий' because half of the word is exactly like a Russian word.

See if you can guess the other climates:

continental ['kɒntrɪ'nent(ə)l]

polar ['pəʊlə]

tundra ['tʌndrə]

arctic ['ɑ:kktɪk]



2c. Have a phonetic competition. Pronounce the names of different climates.

¹visual aids – наглядные средства

3a. Look at the map and get ready to describe the climates of the USA, the UK and Belarus. Work in pairs.

Help box


The climate of ... is influenced and conditioned by its location. As it is situated in the... of the... continent, its climate is mostly ...

Its climate varies (doesn't vary much) due to its size. It covers a large / small area, so its climate ranges from ... to... (so there are no significant differences between the districts of the country).

It's ... in central / coastal / northern / southern ['sʌðən] / eastern / western areas of the country and it's....

The winter temperatures can drop (fall) to..., and in summer they are (usually) ..., but rise to... degrees Celsius.

3b. Present your descriptions and compare with the rest of your class. Whose descriptions are similar?

4a.  Listen and read more about the climates of these countries. Compare the information with your descriptions. Whose description fits best?

The UK

The UK is an island country and its weather and climate are strongly influenced by the sea, which surrounds the British Isles (Great Britain and Ireland). As the British Isles are times smaller than other lands in the northern hemisphere,



they are more influenced by the ocean than inland countries with similar latitude¹. The sea warms up and cools down more slowly than land, keeping winters relatively (относительно) warm but also making the summers cooler. Besides, the warm sea current called the Gulf Stream, which

¹ **latitude** ['lætɪtju:d] – (географическая) широта

starts in the Gulf of Mexico, keeps the sea on the west side of Britain warmer – frosts are rare (редки) in these areas.

The overall climate in the UK is called temperate maritime. This means that it is mild with temperatures not much lower than 0 °C in winter and not much higher than 30 °C in summer. It also means that it is humid and changeable [ˈtʃeɪndʒəb(ə)].

moderate [ˈmɒd(ə)rət] – not extreme; mild or calm; temperate [ˈtemp(ə)rət]

The USA

Because of its huge (very big) size the US climate is incredibly¹ varied. If there is a ‘general’ climate then it is temperate, but it is also tropical in Florida [ˈflɒrɪdə] and Hawaii [həˈwaɪ], arctic in Alaska [əˈlæskə], arid in the Great Basin of the southwest and semi-arid in the Great Plains to the west of the Mississippi River.

The temperatures range from 57 degrees C during the summer months in California’s [ˌkælɪˈfɔːniəz] Death Valley to –62 degrees C in Alaska, with lots of different temperatures in between.



temperate (*adj*), about climate – never extremely hot or cold, with four distinct seasons

temperate (*adj*), about regions – between the tropics and the polar regions

Belarus

Belarus has a humid continental climate with four distinct seasons and a sharp contrast between severe winters and warm summers.

¹ **incredibly** [ɪnˈkredəblɪ] – невероятно



The average annual temperature is 5.8 degrees Celsius. Average monthly temperatures vary by 24 °C, ranging from –6 degrees Celsius on average in January to that of 18 degrees Celsius in summer.

Belarus has an average annual precipitation (rain and snow) of 550 to 700 mm, spread evenly throughout all months.

The average number of sunlight hours in Minsk is 1815 (of 4383 possible). It means that it is sunny 41,4% of daylight hours. The remaining 58,6% of daylight hours are cloudy, foggy or misty, mostly from October to March.




See more information on
<http://www.minsk.climatemps.com/>

In general, there are no significant (great) differences between the districts of Belarus, due to the small size of the country.

The climate is influenced by the country's inland location, the domination of flat relief and relative remoteness (удаленность) from the Atlantic Ocean.

4b. Read again and answer: *What new facts have you have learnt about the climates of the English-speaking countries?* Work in pairs, and then play the “Last sentence” game with the whole class.

4c. Which of the climates would you enjoy? Which climates would you like to experience? Discuss in pairs and with the class.

5.  You want to invite your new friend from the International Weather camp to your place. Write a letter about the climate in your area and the weather during your favourite season(s).

Hi, ...

How are you?

One day I would like to see you at my place very much.

I live in ... region. It is in the ... of Belarus.

I recommend visiting Belarus in ...

The weather is mostly / usually ... here at this time of the year, but sometimes we have ...

On the whole our climate is ..., which means you can experience various weather in various seasons and enjoy doing various things.

Do come any time you choose.

Best wishes, ...

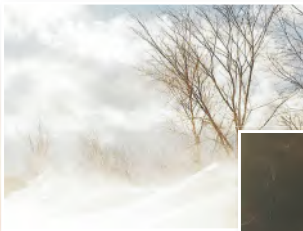
Lesson 2. Extreme weather events

1. Discuss with your classmates.

1. Have you ever experienced extreme [ɪk'stri:m] weather?
2. What was it (heavy rain, heavy snow, strong wind, hail)?
3. Was it dangerous?
4. How did you feel (scared, insecure, unsafe)?

2a. Read the definitions of different types of extreme weather and match them with the pictures.

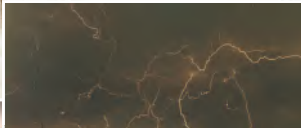
A



C



B



D



E





1. **avalanche** ['ævələ:ntʃ] (*n*) – a large amount of snow and ice that suddenly falls down a mountain
2. **black ice** – a layer of ice on a road that is difficult to see and that is very slippery (скользкий)
3. **blizzard** ['blɪzəd] (*n*) – a storm with a lot of snow and strong winds
4. **drought** [draʊt] (*n*) – a long period of dry and usually hot weather when there is little or no rain, which ruins crops (урожай, посе́вы)

5. **flood** [flʌd] (*n*) – a large amount of water that covers an area or fills buildings; (*v*) if water floods a place, it covers it
6. **freezing rain** – precipitation which falls as rain and then freezes when it hits objects and surfaces on the ground, whose temperature is below freezing (below zero)
7. **hoar frost** [ˈhɔːfrɒst] – frozen water vapour in the form of ice crystals, which form on vegetation or any other object or surface with temperatures below the freezing point (0° Celsius)
8. **heatwave** [ˈhiːtweɪv] (*n*) – a continuous period [ˈpɪəriəd] of very hot weather, especially when this is unusual
9. **hurricane** [ˈhʌrɪkən], [ˈhʌrɪkəm] (*n*) – a violent storm with extremely strong winds and heavy rain
10. **ice storm** – a winter storm caused by freezing rain, which results in at least 6.4 mm of ice coating on objects and surfaces
11. **lightning** [ˈlaɪtnɪŋ] (*n*) – the bright flashes (вспышки) of light that you see in the sky during a storm
12. **storm** [stɔːm] (*n*) – an occasion when a lot of rain falls very quickly, often with very strong winds or thunder and lightning
13. **thunder** [ˈθʌndə] (*n*) – the loud noise that you sometimes hear in the sky during a storm
14. **thunderstorm** [ˈθʌndəstɔːm] (*n*) – a storm with thunder, lightning, heavy rain or hail
15. **tornado** [tɔːˈneɪdəʊ] (*n*) – a very strong wind that quickly spins (= goes round in a circle or funnel – воронка)
16. **wildfire** [ˈwaɪldfaɪə] (*n*) – a fire that starts in an area of countryside and spreads (распространяются) very quickly



2b. Read the definitions in random order and let your classmate guess what extreme weather event it is.

3. Work in pairs. Discuss the following questions.

- Which extreme weather events are the most dangerous? Why?
- Where do they occur most often?
- Which of extreme weather events happen in your area?

4a. Play the following flash quiz about natural disasters in pairs. Each of you has one minute to answer 4 questions, taking turns.

A	This flash of light is a big killer. They happen after a heavy rain. They take place in winter. It is spinning and blowing air.
----------	--

B	It is snow and ice falling down a mountain. It is a very loud noise some time after a flash of light in the sky. It is born over a warm ocean. They occur on low spots.
----------	--

4b. Prepare 5 similar statements and play a flash quiz again.

5a. What are they? Guess. Complete the sentences with the words from ex. 2a.

1. ... kills a lot of people because it is electricity [ɪˌlekˈtrɪsəti].
2. During a ... snow gets deeper and deeper, which makes it impossible to walk or to drive.
3. ...s usually last only a few minutes, but their spinning winds, up to 500 kmph¹ can ruin houses, lift cars in the air, etc.
4. ...s kill plants and crops (урожай), because there is no rain for a long time while there is hot weather.
5. ...s are 1,000 – 5,000 times as large as tornados. They are usually given people's names.

¹ kmph – kilometers per hour

6. ...s happen after a continuous rain, covering streets with water. They are usually a lot worse if a nearby river bursts its banks (выходит из берегов).
7. An... is not only snow or ice, sliding a mountain; it is also rock. There are about 1,000,000 snow ...s every year.
8. ...s are often difficult to control, as they can spread very fast, especially in hot dry weather and burn a lot of forests or bush (кусты).

5b.  Listen and check.

6.  Write 10 one-sentence riddles about natural disasters.




Year 9 → Unit 6 → Lesson 2 → Extreme weather – 2

Lesson 3. Are extreme weather events related to climate?

1. Discuss the following questions with your class.

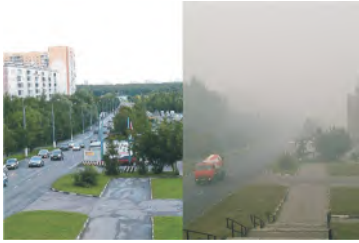
1. What continents or places on the Earth experience different extreme weather events most often? 2. Are they related to seasons?

2a.  Listen and read about the following extreme weather events and say on what continents they occurred.

Hurricane Katrina hit the south-eastern part of the USA in late August 2005. With winds of up to 127 mph (204 kmph) and huge waves (волны), the hurricane killed 1,836 people. 80% of the coastal city of New Orleans [nju:'ɔ:li:nz] was flooded to depths of up to 6 meters. The **damage caused** by the flood and the wind was worth around \$300 billion.



From late June to late August 2010 Russia **suffered from** one of the worst heatwaves in world history, called the Great Russian heatwave. In July temperatures in Moscow rose to 39 °C and broke records in other Asian ['eɪʒ(ə)n] and European [jʊərə'pi:ən] territories of Russia. The **impacts** were catastrophic [ˌkætə'strɒfɪk]. This extremely hot and dry long lasting weather caused wildfires, which



destroyed about 200,000 hectares ['hekteəz] of forests and peat fields (торфяники). The drought, which followed **lack of** rain for two months, destroyed grain crops (урожай зерновых) in 28 regions.

The heat, smoke and smog as a result of wildfires around Moscow killed more than 10,000 people. The UNO estimates¹ of **human loss** are at 55,736 people in the whole of Russia.

lose (lost, lost) (v) терять – loss (n)?

human loss = loss of people, loss of life

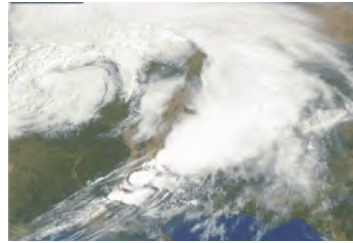


The winter of 2010–2011 brought heavy snowfalls, record low temperatures, travel chaos ['keɪɒs] and school **disruption** to Great Britain and Ireland. A maximum snow depth of 60 cm was recorded on 1 December in the Peak District and Sheffield. Scotland and Northern England felt the greatest impacts.

In April 2011 at least 100 tornadoes **swept through** the states of Alabama [ˌælə'bæmə], Mississippi [ˌmɪsɪ'sɪpi], Arkansas

¹The UNO estimates ['estɪməts] – по оценкам ООН

['ɑ:kənsɔ:], Tennessee [ˌtenə'si:], Georgia ['dʒɔ:dʒə], Louisiana [lu:ˌi:zɪ'ænə] and Virginia [və'dʒɪniə]. At least 310 people lost their lives [larvz] and the storms caused a lot of **destruction**. The tornadoes cost billions of dollars worth of damage.



On December 27, 2015 heavy rain caused flooding in Northern England. It **disrupted** normal life. People were evacuated [ɪ'vækjuəɪtɪd] from 2,200 homes in York. On July 18, 2017 a tiny Cornish seaside town (Wales) was flooded after a storm, when water ran over the seawall. The flood was **disastrous**, but fortunately did not **injure** anybody.



A lightning **strike** killed 323 reindeer in Norway on 26 August 2016 during a thunderstorm. The herd of animals was on a hill in an area from 50 to 80 metres in diameter [daɪ'æmɪtə]. The animals were killed by the ground current (ток заземления): lightning **struck** the ground and the electricity current spread along the ground surface and travelled through the bodies of the animals. Ground currents cause most lightning **deaths** and **injuries**.

die (v) умирать – death [deθ] (n)?

These extreme weather events occurred in the 21st century, and there have been hundreds of other natural **disasters** – summer heat waves, winter freezes, tropical cyclones, tornadoes, wildfires, floods and other natural disasters since 2000, which bring along destruction and human loss. Do they mean the global climate is changing?

2b. Read the text again. What do the words in bold mean? Use the definitions for help. Sum up each text in 1–2 sentences.

1. **damage** ['dæmɪdʒ] (**to**) (*n*) – physical harm (вред) caused to buildings, houses, roads, etc., so that they are broken or spoiled: *The fire damage to the house was serious.* (*v*) *The fire damaged the house seriously.*
2. **cause** [kɔːz] (*v*) – make something happen, usually something bad: *The heavy rain caused floods.*
3. **suffer** ['sʌfə] (**from**) (*v*) – feel pain in your body or your mind
4. **impact** ['ɪmpækt] (**on**) (*n*) – an effect, or an influence
5. **destroy** [dɪ'strɔɪ] (*v*) – damage something so badly that it no longer exists or can never return to its normal state; **destruction** (*n*) [dɪ'strʌkʃ(ə)n]
6. **lack** (**of**) (*n*) – a situation in which you do not have any, or enough, of something that you need or want
7. **disrupt** [dɪs'rʌpt] (*v*) – to interrupt something and prevent it from continuing by creating a problem; **disruption** (*n*) [dɪs'rʌpʃ(ə)n]
8. **sweep** (swept, swept) (**through / across**) (*v*) – move or spread quickly
9. **disaster** [dɪ'zɑːstə] (*n*) – something bad that causes a lot of damage and loss of life; **disastrous** [dɪ'zɑːstrəs] (*adj*)
10. **injure** ['ɪndʒə] (*v*) – [often passive] hurt someone and cause physical damage to their body; **injury** ['ɪndʒəri] (*n*)
11. **strike** [straɪk] (struck, struck) (*v*) – hit somebody or hit something and damage or destroy it; **strike** (*n*)

2c. Are the disastrous extreme weather events related to definite climates? Discuss the answer to the question in pairs.

Model: I think, hurricanes are more related to the geographical position than to a definite climate. They occur on the American continent, on the North Atlantic coast.

2d.  Listen and check your guesses.

3. Discuss the following questions in pairs (use ex. 2a).

1. Which of the following natural disasters is the most frightening: a hurricane, a tornado, a flood, a thunderstorm, a heat wave? Why? What are their impacts?

2. Would you rather live in a climate that is very hot or very cold? What natural disaster risks, related to weather, would you encounter in each?

4a. Try to write a definition of extreme weather for Wikipedia. Complete the text, using the vocabulary of Lessons 2 and 3.

Extreme weather is an unexpected, uncommon, unpredictable, or unseasonal weather event, such as any storm – a blizzard, freezing rain, an i_e s_m, a h_e, a th_m, a t_o, heavy r_n or l_ck of rain. Very often **extreme weather events** can c_e natural disasters: an avalanche, black ice, a d_t, a f_d, a h_tw_e and a w_e. A_s occur after a heavy snowfall in the mountains. B_ck i_e happens after an ice s_m, or f_ng rain. D_s occur after a long period of very hot weather and lack of rain. F_s are caused by d_s – very heavy rain that falls quickly. A h_e is extremely hot and dry weather lasting for a long time. W_s start as a result of continuous hot weather and l_ck of rain.

E_e weather and natural d_s often cause serious ['sɪəriəs] d_e to the economy of a whole country, to an individual person or to the environment¹. They d_t all spheres of life and work. Natural disasters also result in in_s, l_ss of life or other health im_s, such as disease and epidemics [ˌepɪ'demɪks].

4b. Listen and check.

5. Use the key words and the photos to speak and write about the storm in Belarus.

- occur on July 1, 2016; a thunderstorm;
- sweep through; all regions but Brest;
- heavy rainfall; a strong wind; hailstones larger than an egg in Tolochin, Vitebsk region; a tornado in Tolochin and Sharkovshchina, Vitebsk region;

¹ **environment** [ɪn'vaɪrənmənt] – окружающая среда



- from 39 mm to 43 mm of precipitation in Grodno region; 24 mm in Minsk;
- 510 towns, villages and cities; suffer from the impacts of the storm;
- injure 36 people;
- cut off electricity in 1,128 towns, villages and cities;
- disrupt automobile, air and railway traffic;
- more than 4,250 fallen trees, including 3,611 trees in Minsk; broken or uprooted trees;
- 450 fallen trees – damage cars (447 in Minsk); damage 8 planes at the national airport;
- damage and flood 622 houses, 6 industrial and 89 agricultural buildings;
- destroy 1/10 of the forests;
- 13 mln BYN worth of damage (\$6.5 mln).

Lesson 4. How to survive extreme weather?

1.  Listen and read the following talk about the weather. What was the weather like? Do you think it was dangerous?

(Two children are talking outside their house.)

- It looks like rain. Look at those black low clouds.
- Yes, it **might (may) rain** soon.
- It will probably (вероятно) rain in a few minutes. We'd better run inside!



- Right! Look at the trees! They're bending almost to the ground. And the clouds! Oh, there's a drop of rain on my face! A thunderstorm **must be coming!**
- After a week of very hot weather we'll give it a warm welcome.
- You must be joking! You **can't be enjoying** a thunderstorm! It's very scary!
- Yes, I can. It feels so cool and nice after this boiling weather!

– It's here! Let's run inside!

(Parents are talking near the front door of their house.)

- Where are Tom and Nell? I can't see them.
- They **must have gone** inside.
- Yes, look at the puddles (лужи). It **must have been raining** heavily.
- Right you are. They **can't have gone** anywhere else.



Grammar focus

Modal verbs *may/might/must/can't/could* + different infinitives for expressing certainty and possibility

- Answer the following questions (in L1):

What is the meaning of all the sentences with the words in bold (see ex. 1)?

Which of the sentences show that

- a person is **100%** sure something will happen / has happened?
- a person believes something will happen / has happened (but is not sure)?
- a person is **100%** sure something is impossible?

What are the words in bold? What are the words in bold italics?

How are the sentences formed? What time do they refer to (относятся)?

- There are different types of infinitives in English. Guess how they are formed and complete the table.

Indefinite Infinitive V (rain, etc.)	Continuous Infinitive be + V ing (be raining)
Perfect Infinitive have + ... (have rained)	Perfect Continuous Infinitive + V ing (have been raining)



Read the rule (p. 283–284) and check your answers.

2. Complete the sentences about different extreme weather phenomena, making the right choice of the modal verbs.

1. When there is a thunderstorm, *it must / might* have been very hot and humid.
2. If you see lightning and hear thunder at just about the same moment, the storm *can't / must* be far from you.
3. Sometimes when you don't see any flashes of lightning, but the sky lights up from time to time, the storm *may / must* be very far away.
4. Floods *can / may* occur after heavy rain, a cyclone, snow melting, or *can / may* be caused by a tsunami.
5. Floods *can / can't* be caused by a tornado.
6. Flash floods and tornadoes *can / can't* occur during any month of the year.

3. How well do you understand extreme weather? Complete the following quiz, adding the correct modal verb (*may / might / must*).

Fact or fiction?

1. When you see dark clouds in the sky, it... rain soon.
2. When you hear a loud banging noise on the house roof, it... be hailing.
3. When you see trees bending to the ground, a violent wind... be blowing.
4. When there is a drought, there... have been no rain over a long period of time.
5. If you see a flash of lightning but can't hear thunder, it means that lightning... be as long as 150 km away from you.
6. If the streets are flooded, it... have been raining for a long time.
7. If a hurricane is approaching, there... be heavy rain or a flood.
8. Lightning... strike the same place twice.

4a. Look at the pictures of the Car Safety Kit¹ (p. 164) and say what each object *might*, *must*, *can* or *should* be used for.

In fair weather, on a good motorway, the need for a car safety kit seems slightly absurd [əb'sɜ:d].

However, matters are quite different when you find yourself driving through a blizzard, or if your car starts giving you mechanical problems – or simply stops working – on a road in a remote area at two o'clock in the morning, and the nearest house is many kilometres away, then having an emergency² kit on hand is a major convenience, and might even save your life.

Model: When you are travelling in a car, especially in winter, you *must* have a first aid kit. You *might* need it or not, but if you do, it *can* help you avoid serious problems or even save your life. You *should* also have..., because you *might*..., so it *can* help you a lot.

¹ **car safety kit** – набор для обеспечения безопасности во время путешествия в машине

² **emergency** [ɪ'mɜ:dʒ(ə)nsɪ] – чрезвычайная ситуация



knife



snow brush



ice scraper



small shovel



booster cables



drinking water



first aid kit



sleeping bag



money



tool kit



paper towels



torch



blanket



mobile phone



a tow [təʊ]
chain (rope)




pillow



long-lasting snacks (dried
vegetables, fruit, yoghurt)



tinned food

4b.  Choose 7 most important objects and write what each object *might*, *must*, *can* or *should* be used for (see the model in ex. 4a).

5a. Read the description of the situation and answer the questions.
Work in pairs.

When people in the US in January 2016 got a **warning** about a nearing blizzard, ice storm and windstorm, many of them went shopping to buy the necessary things in order to survive the disastrous [dɪ'zɑ:stɹəs] weather.



It was one of the worst storms in the US. It was given various unofficial names, including *Winter Storm Jonas*, *Snowmageddon* and *Snowzilla*, but when the weather system left the East Coast of the United States on January 25, it was named *Karin* by the University of Berlin.

What must have people bought? What might have they bought to prepare for the storm?

warn [wɔ:n] (v) – inform somebody of a possible problem or danger so that they will not be hurt

warning (n) – a statement giving somebody information about a possible problem or danger


5b. Listen to your classmates and say what else people should have bought.

6a. Develop safety tips for those who are caught in a blizzard, which will help to save people. Work in groups.

get frostbite – получить обморожение

be stranded – застрять

Model: You *might* (*may*) get frostbite. You *can* put on a few layers of clothes before going out, but you shouldn't stay out long.

6b.  Listen to the safety rules during winter storms and compare with your ideas. Make a complete list of safety rules together with the class.

7. ✍️ Write what you would prepare and how you would behave to survive a winter storm and a heatwave. Use ex. 4a, 5a, 6a.



Year 9 → Unit 6 → Lesson 4 → Modal verbs
may/might/must/can't/ could (cloze test)

Lesson 5. An interview about the US weather and climate

1. Look at the map and answer: *What do you already know about the US climate?*
















2a. 🎧 At the weather camp participants speak about the climates of their countries. Listen to the interview and number the questions in the correct order. Which of the questions wasn't asked?


- A. When does winter arrive?
- B. How many seasons are there in the US?
- C. What's the weather like in winter?
- D. What are the hottest months?
- E. What kind of summer weather does the country experience?
- F. When does spring begin?
- G. When is the hurricane season?
- H. Is the weather rainy and dull in autumn?

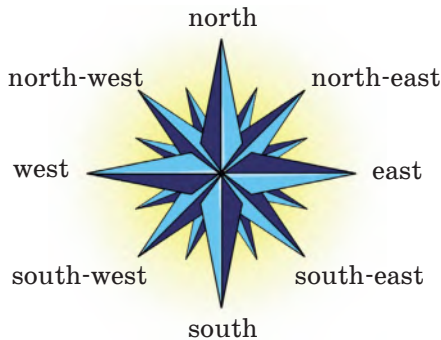
- I. What are the most interesting traditions, related to seasons?
 J. What is the best time to visit your country?

2b. Look at the groups of weather icons and say, which US season they describe.

Model: A – spring, B – ..., C – ..., D –

<p>A</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>1.  warm, sunny, rainy</p> </div> <div style="width: 45%;"> <p>2.  cold, the snow melts, temperatures increase, rain</p> </div> </div>	
<p>B</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>1.  warm and sunny</p> <p>3.  mild, with rainfall</p> <p>5.  hot and dry</p> </div> <div style="width: 45%;"> <p>2.  hot and humid</p> <p>4.  very hot, with thunderstorms and heavy rain</p> </div> </div>	
<p>C</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>1.  freezing weather, heavy snowfalls, blizzards</p> </div> <div style="width: 45%;"> <p>2.  dry, warm, with a good deal of sunshine</p> </div> </div>	
<p>D</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>1.  warm, fair weather</p> <p>3.  mild, pleasant weather and temperatures, with occasional rain showers</p> </div> <div style="width: 45%;"> <p>2.  first snowfall</p> <p>4.  hurricanes, wet, windy</p> </div> </div>	

2c.  Listen and check your answers (ex. 2b). Copy the scheme and draw the weather icons for their seasons and regions.



Model: A1 – In spring the weather in the south is warm and sunny. Sometimes, it's rainy.

OR: In spring the south of the US enjoys warm, sunny weather. Sometimes, it's rainy.

OR: In spring the south has warm, sunny, sometimes rainy weather.

2d. Describe the seasons from north to south and from east to west. Work in pairs. Take turns.

3. Act out the interview about the US weather and climate.

4a. Recommend visiting the place you would like to visit yourself. Work in groups of three students. Students A, B, C, choose one of the places, read the information about it and get ready to speak about it.

Niagara [naɪ'æg(ə)rə] Falls is the name for three waterfalls, located on the Niagara River. The waterfalls are situated on the border between the USA and Canada, more exactly – between the state of New York and the province of Ontario [ɒn'teəriəʊ]. The largest one – *the Horseshoe Falls* – lies on the border, *the American Falls* and the smaller *Bridal Veil Falls* are on the United States' side.

In the Niagara Falls area, the climate is continental with cold winters and warm summers. January is the coldest month – its

average temperature is -4°C . The average temperature of July, the hottest month, is $22,5^{\circ}\text{C}$. Precipitation – 887 mm a year – is spread evenly throughout the year. The climate of the area is a typical climate of the US continental north.



It's one of the natural wonders of the world. Here you can enjoy the fabulous view of the falling water, making everyone relax, and walk through Niagara Falls State Park to discover the amazing beauty of the landscape.

Death Valley is a desert, located in Eastern California [*kæli'fɔ:nə*], near the border of California and Nevada [*n'vɑ:də*], to be precise. Death Valley is surrounded by mountain ranges on all sides. Death Valley is known as the hottest, driest and lowest place in North America. The mountains trap the hot rising air and send it back to the floor of the valley, reheating it to even higher temperatures. The highest temperature here was recorded on July 10, 1913 at 56.7°C .



Death Valley has a subtropical, hot desert climate with long and extremely hot summers (more than 40°C), mild winters (18°C to 22°C) and very little precipitation (61 mm) during the year.

Death Valley National Park protects the varied desert environment – sand dunes, canyons, valleys and mountains.

Yellowstone National Park is located in the states of Wyoming [*wɑ:'ɒmɪŋ*], Montana [*mɒn'tænz*], and Idaho [*'aɪdəʊ*], far from cities and towns, in the Ranges of the Rocky Mountains. Yellowstone National Park is a forested plateau [*'plætəʊ*] at about 3,000 metres above sea level (над уровнем моря). Its climate is high-mountain, which is cold with a short mild summer (day temperatures are around 25°C) and a long cold winter (from -20°C to -5°C). The coldest month is January. Summer precipi-



tation is dominated by local showers, accompanied by thunderstorms. Snow can stay on the ground in many locations until the end of May. It either rains or snows in spring and in autumn. Day temperatures range from 0 to 20 °C, and at night the temperature falls to -5 °C, even -20 °C.

Yellowstone is the first national park in the world, a UNESCO World Heritage Site¹ and a Biosphere ['baɪəʊ,sfɪə] reserve (заповедник). It has rich wildlife and it is famous for its geysers ['gi:zəz]. One of the main attractions is the Old Faithful – a geyser, which erupts 20 times a day to the height of 30,5 m to 55 m. This is an amazing sight, and a lot of people would love to see it.

4b. Read the conversation formulas and talk to all the students in your group: A (ask) – B (answer), B (ask) – C (answer), C (ask) – A (answer). Inform the rest of the class about your group's decisions.

1A. What places would you advise me to visit?
What places would you recommend visiting?

2A. Why? What's interesting there? / What can I see there? / What can I do there?

3A. OK. / Why not! / Sounds interesting!
When is the best time to go there?

1B. I (strongly) advise you to go to..
I (would) recommend going to...
By all means you should go to...
By all means go and see...

2B. You can see / enjoy...

3B. ... has a continental / arid / high-mountain climate.
The best time to go there is in (January).

¹ UNESCO World Heritage Site – Всемирное наследие ЮНЕСКО

4A. What's the weather like at this time there?

5A. Thanks for advice. I appreciate it.
I think I'll follow your advice. /
But I think such extremes are not for me.


4B. It's... So, be prepared! Put on layers. / Take a rain-proof coat and an umbrella. / And don't forget about your safety kit for traveling.

5B. You're welcome. / It's a shame (жаль).

4c.  Recommend the best time for visiting your region.

Lesson 6. First-hand experience of the British climate

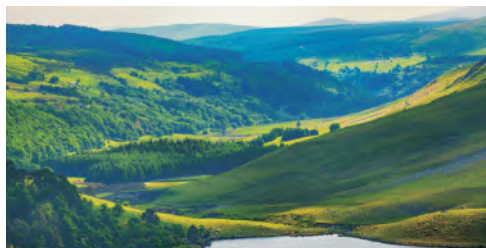
1. What do you already know about the UK's climate and weather?

2a.  Listen and read the story of an Australian, who spent a few years in the UK. Give at least 2 main characteristics of the UK's climate and weather.

1. It's a well-known fact that the climate of the UK is influenced by the sea, which is nowhere farther than 120 km. The sea warms slowly in summer and brings cool breezes overland, and it cools slowly in winter, generously sharing its warmth with land areas. The UK's climate is mild: it is never too hot or never too cold. One would expect similar weather in all seasons without much contrast between them.

2. But my first-hand experience will help me draw a different picture – a clear picture of four seasons. It is strongly influenced by the climate of my hot, sunny Australia. Here we often have to deal with droughts and wildfires caused by lack of rain for days, months and even years! The UK never experiences a rain deficit, even during the summer months, which are warm, and even hot in July! Heatwaves can be an exception though.

3. On official meteorological sites, you can read that precipitation is spread evenly throughout the year with annual averages of 885 mm and 133 days of rain or snow. If you have lived in the mild “maritime” climate of the UK, you might have a feeling that precipitation falls 24/7 in the form of drizzle, short showers, light or heavy rain – sometimes, real downpours! Britain seldom suffers from lack of rain, so green grass covers the gentle hills and valleys, plains and garden lawns al-



most all the year round. Well-fed by rain, all plants look so full of life and so different from the vegetation in arid and semi-arid climates of most of Australia.

4. Winter might signal its arrival with a little snow, especially in the north – in Yorkshire in England and in the mountainous areas of Scotland. It occurs after short, mostly dull autumn days, cheered up by the bright colours of autumn leaves, which look even brighter under the blue sky of an Indian summer. Winter may start in late November with below freezing temperatures at night, and as a result, icy roads and paths (тропинки), causing injuries and longer journeys because of the slippery surfaces.



5. If there is a possibility of dangerous impacts, caused by extreme weather, the Met Office issues warnings for rain, fog, snow, ice and wind. Flood warnings are issued by Environment Agencies. There is no definite season for floods – they can occur any time in any season. They are a big problem and the flood damage costs huge amounts of money.

6. In spite of the problems caused by weather or weather extremes, British people know how to weather the storm and how

to avoid feeling under the weather. They know how to make the most of each season. Think of Christmas, for example, its beauty, shining with millions of sparkling (искрящихся) lights on houses, in shop windows, on Christmas Trees in every home and in the streets! The British are optimistic – time flies! Spring will soon begin in March, bringing the long Easter holiday. And the possibility to escape to warmer climates in summer is just round the corner!



7. Here's one more interesting observation about UK's weather. It can be described as unpredictable – because it is very changeable. Any weather is possible during the day.

No wonder, the British like to talk about the weather – they praise (хвалят) it or blame it for destroyed plans, cancelled (отмененные) journeys and activities. Actually, they know how to deal with the naughty weather – a 'brolly'¹, rainproof wear and layers of clothes. As they say, "Rain or shine, keep calm and carry on."



2b. Read the text again paragraph by paragraph and make a complete list of typical features of the UK's weather and climate. Work in pairs or in groups. Compare your lists.

Model: 1. The UK's climate is mild. 2. ...

2c. Look through the text and find the paragraphs, which explain how British people deal with the weather. Choose key sentences for each paragraph. Work in pairs.

Model: 1. The Met Office issues warnings for rain ...

3a. Look through the text and write out key words to give more information about the typical features of the UK's climate (ex. 2b), and how British people deal with the weather (ex. 2c).

¹brolly – British informal word for "umbrella"

3b. Prepare a short version of the story about the British climate and weather for your school online magazine. Work in pairs. Use the materials you prepared in ex. 3a.

3c.  Think of a title and write the article.

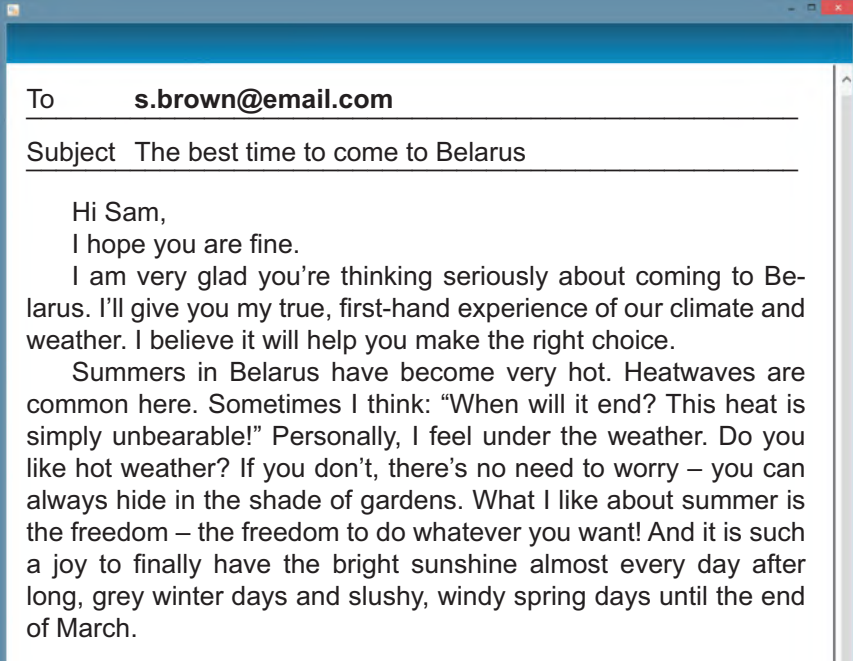
4. Roleplay an interview at the weather camp about the UK's climate. Use the questions of ex. 2a, Lesson 5 in the correct order.

Lesson 7. Welcome to Belarus - any time, any season!

1. What do you remember about the Belarusian climate?

2a.  Listen, read the email and answer the questions.

1. Why is the email written? 2. Does it help to choose the season for visiting Belarus? 3. What's the general tone of the email? Serious? Positive and optimistic? Emotional and poetic?



The screenshot shows an email window with a blue header. The 'To' field contains 's.brown@email.com' and the 'Subject' field contains 'The best time to come to Belarus'. The email body starts with 'Hi Sam, I hope you are fine.' followed by a paragraph about the author's experience in Belarus and a paragraph about the hot summer weather.

To **s.brown@email.com**

Subject The best time to come to Belarus

Hi Sam,
I hope you are fine.

I am very glad you're thinking seriously about coming to Belarus. I'll give you my true, first-hand experience of our climate and weather. I believe it will help you make the right choice.

Summers in Belarus have become very hot. Heatwaves are common here. Sometimes I think: "When will it end? This heat is simply unbearable!" Personally, I feel under the weather. Do you like hot weather? If you don't, there's no need to worry – you can always hide in the shade of gardens. What I like about summer is the freedom – the freedom to do whatever you want! And it is such a joy to finally have the bright sunshine almost every day after long, grey winter days and slushy, windy spring days until the end of March.

It's difficult to predict what the weather will be in summer. Each summer is different: one may be extremely hot, the other is cool – very rarely though. In my opinion, cool summers are far more comfortable. I feel active, full of beans, and I can do lots of things.

I remember that we often suffer from lack of rain in summer, and when it's extremely hot, temperatures break all records, and rise to 40 °C. On such days, we look forward to windy weather and hope that it will bring refreshing (освежающий) rain.

I also remember going past grain fields or vegetable fields, lying under direct sunlight, without any shady protection (защита) by trees. I always feel sorry for the plants, which badly need water and clouds to help them stand the heat and survive the boiling hot weather. When rain finally falls on the baked surface of the ground, it is usually accompanied by thunder and lightning – the weather gets violent (яростная).

If a downpour occurs, Minsk should expect flooding. Traffic will be disrupted, and cars will stop not to be completely damaged by the flood water. The craziest will ride their bike or even go for a swim, believe it or not!



Summer is also the time of windstorms. But don't worry – we will always follow weather forecasts and take weather warnings seriously – we will stay inside. It's the safest way to weather the storm.

Autumn comes late – at the end of September, when days grow short and leaves change their colour to red and yellow. It means we're on the way to overcast, grey autumn skies, and after crossing the Rubicon in late October we will have to wait for fair weather until next April.



Winter is a contrast to hot summers – it fits the classic description of the continental climate. I always expect winter with some sadness – I know 100% there will hardly be any sunshine for a long time! When the sun does shine in winter, it's usually frosty, and the picture is unearthly beautiful. The clean, white ground under the clearest blue sky is covered with millions of bright, shining diamonds¹! I always miss this sight, because such weather occurs mostly during the Christmas season, while February brings windy weather and nasty blizzards.



If you like winter sports, Belarus is the right place to come – skiing, skating, sledging. Unfortunately, meteorology can't forecast weather for the whole of winter. Winters are unpredictable! Actually, you can experience all types of winter weather in Belarus.

I've noticed recently that spring comes earlier than before. And it's good ...

It is when you feel very well – life goes on!

So, what do you think about the Belarusian climate and weather? Are you prepared to experience it?

Choose the time that suits you. Choose any season you like. You can count on me.

Feel free to email me.

Best wishes,

Liudmila.

2b. Read the email again (do shared reading). Pause after each paragraph to take down notes to answer the questions below.

1. Which seasons are described? 2. What's the weather like in this season? 3. What makes the season special?

¹ **diamonds** ['daɪəməndz] – бриллианты

3a. Complete the text of the email (ex. 2a) about spring using the key words. Work in pairs.


Spring in Belarus

March: melt away fast, slush and unattractive views, give way to, green grass, the first flowers, to stand the night's hoar frost, freezing temperatures.

April: fresh and tender green, multicoloured tulips, primroses, peonies ['pi:əni:z], daffodils, irises.

May: fabulous, beautiful nature, fair weather, comfortable temperatures, busy birds making nests, blossoming fruit trees, encourage life, limitations about activities – go for a swim in a river or lake, cold water, a picnic by a river, gracious swans¹.

3b. Present your stories in groups of four. Whose story has a poetic and optimistic tone? Whose story is serious?

3c.  Listen to the original text and compare. Whose story is the closest?

4a. Study the structure of an email to a friend/peer and read the corresponding parts of the above email (ex. 2a).

To s.brown@email.com *email address of your addressee*

Subject Belarusian seasons *a few words to define the topic of your email*

STARTING AN EMAIL

Hi Sam, *casual greeting (Hi/Hey/Hello)*

How are you? *an opening question or statement to show you care about your friend
(How are you doing?/ I hope you're fine/OK).*


¹gracious ['grɛiʃəs] swans [swɒnz] – грациозные лебеди

WRITING AN EMAIL BODY

I'd like to answer your question about seasons in Belarus.	<i>explain why you are writing</i>
Here is my first-hand experience....	<i>write to tell your news, share your experiences, answer the questions, etc.</i>
Do you need more information?	<i>ask questions to show you are interested in your friend, their opinion, experience, etc.</i>
I believe you should see everything with your own eyes.	<i>plan further actions, add emojis [ɪˈmɔːdʒɪz] 😊, only if you are writing a fun email or to a good friend</i>

FINISHING AN EMAIL


Let me know if you need my help.	<i>tell your addressee if you'd like to keep in touch Please keep in touch./Let me know what you're doing./I'll be happy to lend you a helping hand./Feel free to email me.</i>
Best wishes,	<i>write a closing line (Talk to you soon./Miss you a lot./Much love).</i>
Liudmila.	<i>Sign the email.</i>

4b.  Write your own email about spring in Belarus to a real or an imaginary foreign friend. Use your story from ex. 3.



Year 9 → Unit 6 → Grouping sentences about seasons in Belarus

Lesson 8. Months and seasons

1.  Listen and read the poem. Compare the weather in each month with Belarusian weather.

The Months of the Year

January brings the snow,
Makes the toes and fingers glow.



February brings the rain,
Thaws the frozen ponds again.
March brings breezes loud and shrill,
Stirs the dancing daffodils.
April brings the primrose sweet,
Scatters daisies at our feet.
May brings flocks of pretty lambs,
Skipping by their fleecy dams.



June brings tulips, lilies, roses,
Fills the children's hands with posies.
Hot *July* brings cooling showers,
Strawberries and gilly-flowers.
August brings the sheaves of corn,
Then the harvest home is borne.
Warm *September* brings the fruit,
Sportsmen then begin to shoot.
Fresh *October* brings the pheasant,
Then to gather nuts is pleasant.
Dull *November* brings the blast,
Then the leaves are falling fast.
Chill *December* brings the sleet,
Blazing fire and Christmas treat.

glow – гореть (от мороза)

thaw [θɔ:] – melt

shrill – пронзительный

scatter – разбрасывать;

daisy – маргаритка

flock – отара (ягнят)

posy – букетик

sheaves снопы (кукурузы)
Урожай приносят домой


shoot – стрелять

pheasant ['fez(ə)nt] – фазан

blast [blɑ:st] – порыв (ветра)

blazing – very hot (пылающий)

Sara Coleridge

2a.  Listen and read the poems. Pause after each poem and describe the picture that you imagine while reading the poems.

2b. Which of the poems resonates with you? Why does it produce an emotional effect on you?

Winter pleasures

What a wealth of jolly (веселый) things
Good old winter always brings!
Ice to skate on, hills to coast –
Don't know which we like the most!
Games to play and corn to pop –
Midnight seems too soon to stop!
Books to read aloud at night,
Songs to sing, and plays to write!

Nona Keen Duffy



Mad March wind

Mad (злой) March wind went out to play.
"I'll have such fun," said he, "today.
I'll toss (подбрасывать) the clothes put out to dry,
And chase (гнать) the clouds across the sky.
And when the girls and boys come out,
I'll blow their scarves and hats about,
I'll tangle up (запутать) their curly hair,
And fling (подбросить) their kites high in the air."

Eunice Close



Under our tree

Under our tree in the summertime
It's good to lie in the grass,
And see the sky held up by the tree,
And feel the small winds pass
Over the tips of the tallest weeds¹;
And watch ants scurry (бежать) and go
Through the forests of moss on business²
That only the insects know.
It's good to lie still where no one can see
The world of the grass,
And the ants,
And me.



Solveig Paulson Russel

October's party

October gave a party,
The trees by hundreds came,
The chestnuts (каштаны), oaks and maples (клены).
And leaves of every name.
The Sunshine spread a carpet,
And everything was grand.
Miss Weather led the dancing,
Professor Wind the band (оркестр).




Eve Merriam

3. Hold a phonetic contest.

- Listen to the poems again and choose one of them for the contest.
- Practise expressive reading of the poem.
- Participate in the contest: either read the poem or listen and evaluate the other students.
- Count the marks and announce the results of the contest.

¹Over the tips of the tallest weeds – над верхушками самой высокой травы-сорняка. ²Through the forests of moss on business – через леса мха по своим делам

4.  Write weather forecasts for the game “Try your luck” (see lesson 9):

1) choose one of the seasons (see p. 184) (discuss with the class, as each of you has to choose a different season);

2) write one weather forecast for a good weather weekend, and one – for a problem weather weekend (think of extreme weather as well). Make 2 copies on separate cards.

Lesson 9. Does the weather support your plans?

1. Play the board game “Try your luck” (see p. 184).

You have decided to accept the invitation to visit Belarus. You are coming to Belarus to get acquainted with its people, towns and cities, with its nature. You’d like to get a first-hand experience of the Belarusian weather and climate. And last, but not least, you’d like to spend some quality time in Belarus.

In spite of the temperate climate, mostly flat landscape and absence of huge rivers you will be offered a variety of entertaining activities. The weather is varied here, too. Will you be lucky to experience everything you would like to? Will the weather support or destroy your plans? Play the game and see.

The game is played in groups of three students.

You will need:

2 piles of cards with at least 12 weather forecasts, written by you (see ex. 4, lesson 8): pile 1 – six weather forecasts for late spring, summer, early autumn; pile 2 – six weather forecasts for early spring, winter, late autumn.

a dice;

the board for the game.

Round 1: Choose a season.

Throw the dice to choose the time of your visit. Talk to your group:

- G:** When are you going to Belarus?
S: I guess, ... (in late spring).
G: Lucky you! The weather is ... (in late spring). / The weather is ... (in late spring). Don't worry! Luck will be on your side!
S: OK. I'm sure you aren't just fair weather friends. I can rely on you for help.

Round 2: Choose an activity.

Throw the dice to choose the activity: for a colder season – from the activities on the left, for a warmer season – from the activities on the right. Talk to your group:

- G:** What would you like to do in Belarus?
S: I'd like to experience / try ... (skating on a frozen river).
 / I think I'll enjoy ... / I don't mind ...
G: Why not? Sounds fantastic!

Round 3: Try your luck!

Two weather presenters from your group choose 2 weather forecasts from pile 1 or pile 2 – warmer or colder seasons.

Listen to the weather presenters and decide if luck is on your side. Talk to your group.

S: Hooray! Luck is on my side. I like... weather. / I feel great / comfortable / full of beans in such weather! I'm happy the weather hasn't destroyed my plans.

G: I am ready to join the adventure.

OR:

S: Luck isn't on my side today.

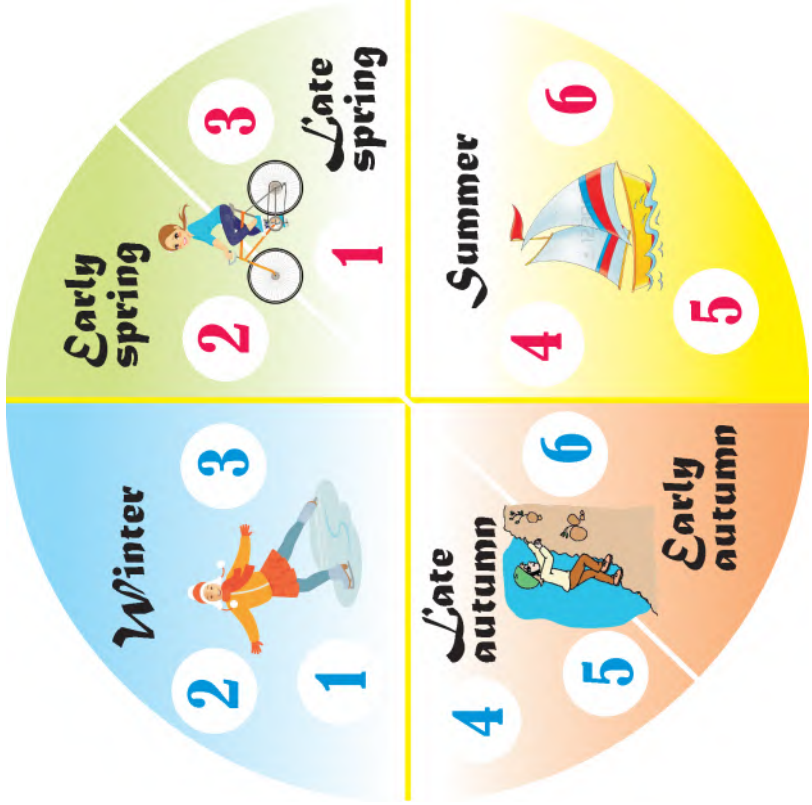
G: Don't worry. Layers of clothes will solve the problem. / A hot meal at the café after... will solve the problem. / A good friend will help you to weather the storm. We can take up (заняться) something else. There are always new possibilities.

Good luck round.

If weather doesn't support you and you cannot enjoy the activity you chose in round two, try your luck one more time: repeat rounds 2 and 3. Good luck!

- 1 dog sledging
- 2 skating
- 3 skiing
- 4 paragliding
- 5 going in a hot air balloon
- 6 diving

- 1 hiking
- 2 horse riding
- 3 yachting
- 4 kayaking
- 5 biking
- 6 going on a photo safari



UNIT 7

LEISURE TIME

Lesson 1. What's leisure?

1a. Work in pairs. Discuss the questions about how you spend your free time.

1. What do you like doing in your free time? 2. Do you stay at home, or do you go out? 3. Do you prefer to spend your free time with your family or with your friends? 4. Where do you prefer to hang out with your friends? 5. Do you try out local activities, or do you travel to other places? Why?

1b. Compare your answers with the rest of the class.

1c. Work in pairs. Complete the definition of leisure, and then work out your class definition.

Leisure [ˈleɪzə], or *free time*, is the time spent on ...

2a.  Listen and read the definition of leisure. Compare it with your class definition. Which is better?

Leisure or free time is a period of time spent out of work and domestic activity. It is also the period of **recreational** [ˌrekrɪˈeɪʃ(ə)nəl] time before or after compulsory (обязательные) activities such as eating and sleeping, going to work or running a business, attending school and doing homework or housework. Leisure time is the time when you can forget about day-to-day stress and stressful activities and **relax** [rɪˈlæks]. These activities can be our hobby.

2b. Guess the meaning of the words in bold.

3. With your class complete the list of recreational activities.

Swimming, fishing, walking, yoga...

4a. Read the list of the recreational activities below and compare them with your list. Which of them could you do in your leisure time with pleasure? Which of them could help you to relax?

1



3



4



5



2



7



6



Skiing, walking, *jogging*, swimming, fishing, boating, *pedal boating*, dancing, collecting coins, *making model cars*, **knitting**, **sewing** ['səʊɪŋ], *painting*, yoga, **embroidery** [ɪm'brɔɪdəɪ], *making candles*, reading, cooking, watching TV, watching movies, roller-skating, **scuba diving**, *skate-boarding*, **aerobics** [eə'reʊbɪks], **photography** [fə'tɒgrəfi], **design** [dɪ'zain].

4b. What do you think about each of them?

Help box

I think... is *exciting*.

fascinating, entertaining, fun, interesting, useful, boring, common, widespread, stupid, uninteresting, difficult, unreal.

For this activity *you need* / *you have*

to be really skillful / to be dedicated / to be patient / to have a lot of money / to have a lot of time.

5a. Answer the questions about leisure time activities in your life. Work in pairs.

1. Is leisure time important in our life? Why?
2. Do you have a lot of leisure time? Why or why not?
3. Which recreational activities have you tried in your life?
4. Which of them did you prefer? Why?
5. What is your favourite hobby or recreational activity at the moment? Do you think it will be your favourite for a long time? Why or why not?
6. What other leisure time activities would you like to try?

5b. Report the most interesting answers to the class.

5c.  Write the answers to the questions.

Lesson 2. How can you avoid boredom?

1. Read the following opinions about recreational activities. Which of them do you share? Why?

1. Having hobbies and spending time on recreational activities are positive ways to keep the mind (ум) active, body energetic and emotions under control.
2. If you have hobbies and interests, your life is exciting.
3. Hobbies are really valuable at weekends and during the holidays.
4. If you develop a keen interest in many things and do whatever brings you joy and relaxation, you will find life exciting, *stimulating* and *meaningful*. It doesn't matter (не имеет значения) what age you are, because there is always something that you can learn, do and try.

2a.  Listen, read the extracts from a *Leisure time* magazine 'How to avoid boredom' and match them with pieces of advice.

First of all, boredom is a state of mind (состояние ума). It doesn't happen all the time. You are bored because you don't know what to do with your time, can't find anything interesting to do, or because you don't like what you are doing.

So the simplest solution to (1) **avoid** boredom is to find something interesting to do. There must be several things that you enjoy doing or would like to try either alone or with a friend. Ask yourself what they are and list all of them. After you've done it, choose one from your list, and do it. Are you still bored?

1. If your home is in a mess (в беспорядке), your mind and your emotions are in a mess too.
2. You can invite your friends or family to share your new dish with. They might be pleasantly surprised.
3. You can decide on making candles, knitting, embroidering, that might help you (2) **pass** [pɑ:s] **your leisure time** in a pleasant way and (3) **create** [kr'i:et] something you can (4) **be proud of**.
4. Many people play online games as (5) **a cure** [kjʊə] **for boredom**, but don't let this (6) **pastime** dominate in your life.
5. Photography, drawing, painting, scuba diving and playing musical instruments are very special ['speʃ(ə)l] activities that you can start as a cure for boredom.
6. Blogger.com and Wordpress.com are the two most popular blogging platforms ['plætfɔ:mz]. It's easy to sign up and you will have your own blog in minutes. You'll have an opportunity (7) **to communicate** [kə'mju:nikeit] **with** (общаться с) other bloggers.
7. Whenever you are free, read something exciting, encouraging, or anything that will enrich your knowledge.
8. Watch your favourite television shows or films. They can both entertain and enrich your mind and emotions.
9. Go to a leisure centre. These places provide (обеспечивают) instructors and equipment for different activities like dancing, yoga, aerobics, and many more which can make you feel happy and keep fit.
10. You can go to the cinema, have a picnic, drive to the beach or do anything else under the sky together with a friend.
11. Write down all things that you want to have, do or become. Don't think of whether you can achieve (достичь) them or have them or not. Just keep writing. See what happens.
12. Write down your thoughts, activities, progress ['prəʊgres], dreams, aims and emotions. You'll learn so much about yourself when you read it a few months later.



- | | |
|------------------------------|-------------------------------|
| A. Read. | G. Set your aims. |
| B. Go out with your friends. | H. Watch movies. |
| C. Develop a new hobby. | I. Keep a diary. |
| D. Start a blog. | J. Try new recipes. |
| E. Tidy up. | K. Join a health club or gym. |
| F. Play online games. | L. Start a new craft project. |

2b. Check with your class.

2c. Match the words in bold (ex. 2a) with their translation.

A. создавать, В. гордиться, С. избегать, D. лекарство от скуки, Е. общаться с, F. времяпровождение, G. проводить свободное время.

2d. Work in pairs and answer the questions about the pastimes, described in ex. 2a.

a solution [sə'lu:ʃ(ə)n] to a problem – решение проблемы
 a cure **for** (лекарство от) something

1. Which of the activities are indoor and outdoor?
2. Which of them can you do alone or in company?
3. Which of them can you do in fair weather or in rainy weather?
4. Which of the activities leave you cool?
5. Which of the activities could help you to weather the storm?
6. Which activities can help you create something new and original?

2e. Divide your class into pairs or groups and discuss the benefits (польза) of all the activities (A – C, D – F, G – I, J – L).

Model: Reading can really help you **pass your time** in a pleasant way. It can be very entertaining. But it's not only a **cure for boredom**, it also has a lot of benefits: it can help you **avoid stress**. After you have relaxed, it will be easier to deal with problems and to find solutions to your problems. It can also enrich your knowledge. Reading is a great **pastime!**

2f. Work in pairs. Each of you writes the list of activities which might help you avoid boredom. Make a Venn diagram together. Do you share any activities as a cure for boredom?

bore (n) + dom = boredom (n) – скука
freedom – ? kingdom – ?

3a. Read the dialogue and answer: *What's the problem? What's the solution to the problem?*

A: I'm bored. Let's jog to kill the time.

B: You must be joking/kidding! Do you know the weather forecast for today?


The day will start with fog and it will become rainy later.

A: It's just the right weather for jogging. At least it won't be hot. You know there is no bad weather, there are bad clothes.

B: I know, but I can't agree that jogging in rainy weather is a good idea. Why not go to the cinema instead (вместо этого)? Let's choose a good film. It'll be the best solution to your problem.

A: OK. I'm glad you've agreed to share the day with me. I've always known you're not a fair weather friend.


3b. You are bored. The weather is not the best. Invite your friend to do something together. Make up dialogues. Change the underlined words.

4.  Write 8–10 sentences to answer the question 'What is your solution to the problem of boredom?'

Lesson 3. Visiting museums - entertainment or education?

1. Do you agree with the following statement?

Museums can be really fun to go to, especially when they use the latest in interactive technology.

2a.  Listen to the talk about visiting museums in the USA and take brief notes about the pieces of advice the speaker gives.

2b. Discuss in pairs what you should do before, during and after a visit to the museum. Compare with the rest of the class.

3a. Read and guess the meaning of the words in bold. Check in the vocabulary at the back of the book.

Faith Walker: Welcome to the VOA Special English programme. I'm Faith Walker.

Today we talk and answer your questions about museums in the United States. Daniel is helping me in this programme.

We have a letter from our listener Tanya Brown who wants to know how to make a visit to a museum a success. Can you share a few secrets with us, Daniel?

Daniel Stoner: Yes, sure.

Before the visit

Think what you're interested in or what you're studying at school. You'll have an opportunity to **explore** history, art, in other words, to deepen your knowledge about different spheres of life.

Then try to get information about the museum you think might be interesting for you. Find a brochure ['brəʊʃə] or explore the museum's website to learn about the permanent and special **exhibitions** [ˌɛksɪ'brɪʃ(ə)nz], **opening times**, **admission** [əd'mɪʃ(ə)n] **fees** and **discounts** ['dɪskaʊnts]. More than half of museums are **free** to the public. It means people don't need to pay. Of those that **charge fees**, 58.7 percent have free days.

At the museum

Find the information desk and ask what exhibitions are on. When you are in the hall, ask if you can touch the **exhibits** [ig'zibits].

Keep the visit simple and don't try to see everything. It could be better to come again one day. You should try to get to the how and the why of things.


Take a break if you feel tired.

After the visit

Share your experiences with friends and relatives. Think if it has helped you find answers to the questions you came with or make new discoveries.

Faith Walker: Thank you very much, Daniel.

3b. Discuss in pairs what pieces of advice you agree with.

4a.  Listen to the continuation of the talk and mark in what order the museums are spoken about.

A



B



C



D




E



A. The Banana Museum, Auburn, Washington

B. The Smithsonian Museums, Washington, D.C.

- C. The Hammer Museum, Haines, Alaska
- D. Barney Smith's Toilet Seat Museum, San Antonio, Texas
- E. The National Mustard Museum, Middleton, Wisconsin

4b.  Listen to the talk again and mark whether the statements are true or false, then check with your class.

1. Museums are very popular in the US.
2. The Smithsonian museums are found all over the USA.
3. Most Smithsonian museums are expensive.
4. The opening times in most US museums are from 10 am to 5.30 pm daily.
5. Many museums are interactive learning centres.
6. There are about 31 children's museums in the US.
7. Many US museums are places of fun.
8. The National Mustard Museum has over five thousand kinds of mustard from fifty countries.
9. There are almost four thousand objects in honour of the banana in the Banana Museum.
10. Some of the exhibits in the Hammer museum come from Ancient Egypt.
11. Barney Smith's Toilet Seat Museum has painted or decorated about one thousand toilet seats from around the world.

4c. Play 'The last sentence' game about the museums in the USA.

4d. Read one listener's comment about the programme. Do you share the opinion?

Maki (Japan): Almost all the items which these unusual museums display are never found in any museum of my country. Everything is very unusual. And it's funny because what they show is something that ordinary people can collect. But American people built a museum. That's fantastic and it feels American. It was amazing.

5a. Look through the information about some museums in the UK, find answers to the following questions as fast as you can.

- Where can you find combat aircraft (военные воздушные суда)?

- Which is the biggest world museum of human history?
- Which has a large area for indoor and outdoor displays?
- Which museum has free admission?
- Which museum has discounts?
- When are the museums closed?



The British Museum, London, UK

The British Museum in London is the world's largest museum of human history, culture and art. Its exhibits include Egyptian mummies, ancient books and a lot of objects from the ancient cultures of Mesopotamia and Greece.

Admission

The British Museum is free to all visitors.

Opening times

The Museum is open daily, 10.00–17.30.



Imperial War Museum Duxford

Full of activity and excitement with over six hectares of indoor and outdoor displays giving an unforgettable experience whatever the weather, Duxford, an aviation history museum, is a must.

Duxford also houses the American Air Museum, which has a collection of historic American combat aircraft including the B-17 Flying Fortress, B-24 Liberator and the SR-71 Blackbird. Duxford is really amazing!

Opening times

Open daily except 24, 25 and 26 December.

Summer (18 March to 28 October inclusive): 10 am to 6 pm. Winter 10 am to 4 pm.

Admission fees

Adult (person aged 19 to 59) – £13

Senior ['si:njə] citizen (person aged 60 years or more) – £11

Discounts – £8

Young person aged 16, 17, 18

Student (over 19 years old)

Registered unemployed (безработный)

Disabled adult (инвалид)

Free admission

Children under 16

School groups

Portsmouth Natural History Museum

The museum's displays aim to celebrate the variety of life. We have one of the most exciting places in the country for wild-life – the marshes, seashore, woodland, grassland and built-up areas of the city mean we can attract all sorts of different species right to our front door.

Opening times

Open daily except 24–26 December from 10 am to 6 pm.

Free admission



5b. Work in pairs. Using the information about the museums make up a dialogue 'Calling the information desk' about visiting a museum. Use reported questions.

I'd like to ask if / when / how ...

I want to know ...

Can you tell me ...?

Grammar focus

Article with the names of museums

- Look at the names of museums (see ex. 3a and 4a) and complete the rule.

We use the definite articles with the names of most museums but we don't use the definite article with museums which have a name of a ... or a ...



Read the rule (p. 285) and check your answers.

6a. Look at the pictures of Belarusian museums. Explain the use of articles. Make up a dialogue.

6b. Which of them have you been to or would like to visit?



Maxim Bogdanovich's
Literary Museum




Marc Chagall Museum



The Belarusian State Museum
of the Great Patriotic War



The National Museum of Culture
and History of Belarus


6c.  Write about a museum in Belarus you would recommend visiting. Find additional information.

I strongly recommend ...
 The museum is a home to a huge collection of ...
 Its exhibitions are dedicated to ...
 There are some rare and ... exhibits, which will help you to discover (how) ...
 The museum shop has a range of ...
 You can find the museum ...
 The opening times are from ... to ...
 Admission is ... for children / adults.
 Don't miss the opportunity to visit the museum.
 You will get unforgettable impressions.

Lesson 4. Can you enjoy simple pleasures?

1. Read the following saying and say whether you agree or disagree with it:

The best things in life are free.

2a.  Listen, read the poem and answer: *What is the author's message/ idea? Do you agree with the author? Why or why not?*

What is this life if, full of care¹,
 We have no time to stand and stare².
 No time to see, when woods we pass,
 Where squirrels (белки) hide their nuts in grass.
 No time to see, in broad [brɔ:d] daylight,
 Streams (ручьи) full of stars, like skies at night.
 A poor life this if, full of care,
 We have no time to stand and stare.


William Henry Davies, a Welsh poet

¹ **full of care** – полный забот

² **stare** – смотреть широко раскрытыми глазами

2b. Have a phonetic competition. Read the poem expressively.

2c. Look at the words with the letters 'a' and 'i'. Sum up all their rules of reading.

3a.  Listen, read the letters to an Internet magazine and choose the name of the magazine.

a. Leisure Time Travel

b. Nature Lovers

c. Exotic [ɪg'zɒtɪk] Hobbies

1. There are many beautiful rivers in Florida, but none of them attract me so much or give me the joy of the Crystal. This amazing river, together with two other rivers, snake their way toward the Gulf of Mexico. Within a few miles, the subtropical landscape turns into meadows¹ of grass and then into islands of grass – it is the shallow beginning of the Gulf of Mexico. The waters here are dangerous, as the bottom of the river is very rocky.



The coastal marshes that surround the rivers have a lot of food for fish. Fish are plentiful here. Everything is quiet, and I can only hear the water splashing against my boat. I put a fly on the line, and it begins its beautiful journey. The fly sinks deep. A moment later the rod bends (сгибается), and the water splashes. The air is full of fish. The beautiful fish is at the side of the boat. I admire the silver fish with its huge eyes staring at me, and after a short moment I let it go back to the waters of the gulf.

The weather is absolutely marvellous. The water is clear and flat and shines in the sun. I can see right to the bottom and watch a turtle (водная черепаха) in the river.

It is times like this that you wonder what you have done right in your life to have such a fabulous gift.

¹ meadows [ˈmedəʊz] – луга

2. I enjoy vegetable gardening. I really think it's a relaxing recreational activity.

You can use your backyard or front lawn¹, but if you are living in a flat, you might have to grow your vegetables or herbs in containers on your windows or on the balcony.



You should take into account that most plants want lots of sunshine, regular watering, support and rich soils (почвы). All of them will need your care, some of them more, some less. But of course you have to look at the amount of time you have, before you decide what type of plants you want to grow. If you are a beginner, growing peas, carrots, cucumbers and beans are the easiest.

But there are a few benefits as well. You will enjoy the fruits of your labour, save some money on buying vegetables and eat fresh and healthy food.

3. I am a dedicated mushroom-picker all through the summer to autumn. For some it is sport, for some it's a matter of some extra money. For yet others, it's the way to spend some good time with family, among beautiful woods, which have prepared a gift for them. There's a special feeling when you find the first mushroom – you feel you must take part in the mushrooming fun and give it up only when the basket is full². If you decide to join the fun, be careful. There are some poisonous ones too. Unfortunately, there are more of them than good ones. For example, toadstools, which have red caps with



¹lawn [lɔ:n] – лужайка

²give it up only when the basket is full – отказываются (заканчивают) только когда корзина полна.

white spots on them. Eating one could cause serious health problems.

We usually go for yellow chanterelles ['tʃɑːntərəlz]. You can seldom take them for (принять за) anything else. But the best of course are penny buns, or 'bennies'. There's a number of recipes to cook mushrooms. My favourite is mushroom sauce. It's cooked mushrooms, which are then baked in the oven with melted butter, mixed with sour cream, onions, and spices like salt, pepper, garlic, dill ... Can you share your recipe?

3b. Answer the questions in pairs.

1. Which of the letters is the most poetic? How do you understand it?
2. Which is the most emotional?
3. Which is the least emotional?
4. Which is practical?
5. Which describes a close link with nature?
6. What are the benefits of each of these pastimes?
7. Can you cook mushrooms? Share your recipe.
8. Have you ever participated in fishing, gardening or mushroom hunting?
9. What other leisure time activities are linked with nature?
10. Are you a nature lover?

3c. In pairs describe your personal experiences connected with one of these activities. Write out the key words for help.

3d. Report to the class. Are you a class of nature lovers? What activity do you prefer?

4. Role play 'A nature outing'. Work in groups of three: A – a nature lover, B – his or her sister, brother, cousin, friend, C – his or her parent. Imagine you are getting ready to go picnicking, fishing, camping, walking, or mushroom-picking.

A. Choose one of the activities, decide what season it is and discuss with your group


- where and when you'd like to go,
- what you want to do there,

- what you need to take,
- what you need to put on,
- the weather forecast,
- safety rules.

B. Get ready with all the dialogues.

C. Act out your role play.

D. With your class decide which is the most popular activity, weather and season.

5.  Add your own letter to the Internet magazine 'Nature lovers'. Write 10 sentences about your favourite leisure time activities linked with nature (see ex. 3a).



Year 9 → Unit 7 → Lesson 4 → Matching parts of sentences to make up a story

Lesson 5. Is reading and watching films your leisure time activities?

1. Discuss with your classmates book and film genres that they prefer. What are the most popular ones?

2a.  Listen to the talk at a CD shop. In what order are they talking about the films? What are their genres?

Science fiction	Action	Romance	Adventure
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A. Dances with Wolves. Director Kevin Costner. Starring: Kevin Costner, Rodney A. Grant.

B. Casino Royale ['rɔɪəl]. Director Martin Campbell. Starring: Daniel Craig as James Bond.

C. War of the Worlds. Director Steven Spielberg. Starring: Tom Cruise as Ray Ferrier.

D. Gone with the Wind. Director Sam Wood, Victor Fleming. Starring: Vivien Leigh [li:], Clark Gable.



E. **Robin Hood Prince of Thieves.**¹ Director Kevin Reynolds.
Starring: Kevin Costner, Morgan Freeman.

2b. Match the sentences to the films (there can be more than one).


1. It's a great plot with a great cast (актерский состав).
2. It's a truly brilliant film.
3. I do remember being moved by the scenery as much as by the story...
4. No, it isn't a masterpiece, on any level.
5. Seeing this film at the cinema is a must.
6. It's a girly movie.
7. It's exciting enough and well acted.
8. This film, adapted from the H.G. Wells novel, is the most expensive film ever made.
9. It has depth.

3a. Work in pairs. Discuss the following questions.

- Have you watched any of the films? What's your opinion of them?
- Which film looks attractive to you? Would you like to watch it?

¹ thief [θi:f] – вор, (зд.) разбойник, thieves – воры

3b. Work in pairs. Persuade your friend to watch the film that you like. Make up a dialogue.

4a.  Listen, read the following book review and define its genre.

Title: THE BANJO PLAYER

Author: SAM YARNEY

Review after: Zanne Marie Gray

My readers know that I've been dealing with multiple sclerosis (рассеянный склероз) for the past five years. If you've really been paying attention, you know that I have a particularly painful form of the disease.

It is important that you know this so that when I say that Yarney's book was exciting enough to make me completely forget my pain, you understand that the book is worth reading. In the past few years I can count on one hand the number of books that moved me nearly as much as *The Banjo Player*.



When I first began to write this review, I could think only in adjectives. Thrilling, amazing, deep, breathtaking, and most important, the reader can believe it is all true.

I'm sure how to classify this book. Is it a political thriller? Perhaps it is a romantic mystery. Is it reality, which looks like fiction? *The Banjo Player* has reflected my idea of political motivation and intrigue [ɪn'tri:g] we all wonder about.


I'm not going to give away any details of the book. I believe it is something you must experience on your own. Can I give you an outline of the book? Absolutely not. The plots and subplots are interwoven (переплетены) together so realistically that sometimes I have this strange feeling of déjà vu¹.

What I can say is that since 1996, this is only the second book I've read that deserves (заслуживает) to be a movie.

Not only is this November's Book of the Month, it has already been chosen as the 2010 Book of the Year. Buy it. Read it. Then tell a friend.

¹ **déjà vu** [ˈdeɪʒɑː ˈvuː] – уже виденное

4b. Sum up each paragraph, except the first, in one sentence and write a brief review of the book.

5.  Recommend a book or a film to your friends or relatives to enjoy during their leisure time. Write to an Internet page 8–10 sentences.

Lesson 6. How do they spend leisure time in different countries?

1. Read the quotes and explain what they mean.

- We give up leisure in order that we may have leisure, just as we go to war in order that we may have peace.
- Leisure only means a chance to do other jobs that need attention.
- If you are losing your leisure, look out; you may be losing your soul (душа).
- I would not exchange my leisure hours for all the wealth (богатство) in the world.

2a.  Listen, read the text and say which of the quotes about leisure best fits it.

US leisure time

A survey, conducted by an American research company that specializes ['speʃəlaɪzɪz] in public opinion research gave the following results.

1. The average amount of weekly free time Americans have for leisure activities fell by 20% in 2008 – from 20 hours in 2007 to 16 hours in 2008 – and now is 10 hours less than the amount of leisure time (26 hours) in 1973, when the company started the research.



2. The biggest changes for 2008 in how people are using their leisure time are in

- TV watching (up 6 points),
- exercise (up 3 points) and

- spending time with family and kids (up 3 points).

Since 1995 the largest changes in how people are spending their leisure time are

- exercising (up 6 points),
- computer activities (up 5 points),
- spending time with family and kids (up 5 points) and
- swimming (down 5 points).

3. Three in ten (30%) Americans say their favourite activity is reading (up from 29% in 2007) while one-quarter (24%) say it is TV watching and 17% say it is spending time with family and kids (up from 14% in 2007). Besides these three, the top five leisure time activities include exercise (8%), computer activities and fishing (each at 7%).

4. The average amount of time spent working, including housework and studying, is now at 46 hours per week, up slightly from 45 hours in 2007. In 1973, when this question was first asked, the average was 41 hours a week.

5. The paradoxical situation is that the research shows Americans have increased their work week by one hour, at the same time, they have lost four hours of leisure time. What is the three-hour gap spent on? This “grey area” can be explained because the extra time is time spent on computer or mobile phones. The conclusion is that the respondents didn’t consider (не считали) this as time spent working, they also didn’t count it as leisure time.

Also, as leisure time falls, Americans appear to be doing more solo activities. Four of this year’s top five choices are typically done alone: reading, watching TV, exercising, and computer activities.

2b. Complete the summary of the research choosing the right option.

1. The average amount of weekly free time Americans have for leisure activities
 - a) has fallen.
 - b) has risen.

2. Since 1995 the largest changes in how people are spending their leisure time are
 - a) watching television, exercising, computer activities, spending time with family and kids and swimming.
 - b) exercising, computer activities, spending time with family and kids and swimming.
3. The average amount of time spent working, including housework and studying, is now
 - a) up.
 - b) down.
4. Americans prefer
 - a) group activities.
 - b) individual activities.

3a. Look at the statistics about the weekend in the UK, and in pairs make up a survey.



1. Watching television – 45% of free time: programmes about wildlife, animals, holidays, cooking and gardening
2. 24% of the free time – socializing ['səʊʃəlaɪzɪŋ] (visiting or entertaining friends or relatives)
3. 21% – sport and hobbies
4. 10% – other activities: listening to the radio, listening to recorded music, reading, DIY (Do It Yourself), gardening, eating out and going to the cinema

3b. Look through the surveys and compare how British and American people spend their leisure time.

4. Conduct a survey about leisure time in Belarus.

A. With your class make a list of top ten activities Belarusian people like doing in their free time. Think of different spheres – sport, art, crafts, music, nature, literature, etc.

B. Copy the following chart in your exercise book and fill it in about you and your relatives (in the column 'Activities' write ten activities from ex. 4A.

No	Activities	Time per week		
		Me	My teenage relative	My adult relative
1.	Reading books	+ 4 hours	+ 6 hours	+ 2 hours
2.	Crafts (knitting)	-	-	+ 3 hours
...
Total leisure time per week		... hours	... hours	... hours

C. Make a similar blank chart to ask your classmate.

D. Work in pairs. Ask each other about leisure time activities and about the leisure time of their 2 relatives (one adult and one teenager). Write down their answers in the blank chart.

Model: **A.** Do you / Does your mother enjoy knitting?

B. No, I don't. / Yes, she does.


A. How much time per week does she spend on knitting?

B. 4 hours.

E. Collect the information from everyone and calculate statistical data.

F. Rate the leisure time activities, e.g. 1. watching TV, 2. ..., 3. ...

G. Find out how much leisure time adult people and teenagers have per week on average:

5.  In a group of three or four students write the analyses of your survey 'Leisure time in Belarus'. Compare it with that of the other groups.

Lesson 7. Open your leisure centre

1. Discuss the questions with your class.

1. *Is there a leisure centre where you live?* 2. *Do you think people need a leisure centre where you live?* 3. *What should an ideal leisure centre have? (take into account the results of your survey from lesson 6)*

2a. Listen and read the brochure of a leisure centre and say

a) what activities it offers; b) who can come to the centre; c) what facilities are offered; d) what the benefits are; e) how much people pay.

LEISURE CENTRE

Something for everyone

We offer a range of activities from swimming and aqua aerobics to embroidery and photography. They will not only help you avoid boredom, but also improve your health and create something you can be proud of. The varied timetables give everyone an opportunity.

We promise

You are welcome at every visit.

We will try and make your visit as FUN and enjoyable as we can.

Fitness club



Join in! Fitness can be great fun in a group.

We recognize that exercise needs your dedication. We cannot pedal and jog for you but we will encourage you on the way to progress.

Aquazone ['ækwəzəʊn]

Swimming

Swimming is a fantastic activity, which is not only one of the best forms of exercise, but also a lot of fun!

We believe no one is too old or young to start learning to swim.

With that in mind our programme is designed for all ages and abilities.

We are dedicated to making swimming lessons fun.

Opportunities for everyone

We offer a range of activities from swimming and aqua aerobics to fun pool parties. The varied timetables at our swimming pools give everyone an opportunity.

Health benefits

Swimming is great at relaxing the body and mind.

Swimming works your whole body, improving blood circulation, muscle¹ strength and mobility².

Social benefits

You can meet new friends or get the whole family involved in this social sport.

Safety

Swimming is an important life skill that helps keep you safe in and around water.

A stepping stone³

Swimming is a stepping stone to a variety of water based activities such as canoeing, diving, surfing and many more.



¹ **muscle** ['mʌs(ə)l] – мускул

² **mobility** [məʊ'bɪləti] – подвижность

³ **a stepping stone** – камень, положенный для перехода через речку, (зд.) мостик

Adventure Club

Activities

Adventure Club provides a great range of activities to keep your children active and entertained in a safe and friendly environment.

Activities include swimming, arts and crafts, football, dancing and many more.

Friends for life

Adventure Club is a fantastic place to meet new friends.

Facilities

We offer modern leisure and sporting facilities which make our Leisure centre an ideal choice.

Fees (each class or meeting)

Adult £6.00

Junior £3.50

Under 3's are free

Family Group (4 people max. including 2 adults) £16.10

Adults with a monthly card £4.60

Juniors with a monthly card £2.40

2b. Discuss with your partner.

- Which activities are attractive to you? Why?
- Which activities would you like to add? Why?

3. Imagine you are going to open a new leisure centre. Design a brochure for it. Work in groups.

1. Choose a name for your leisure centre.
2. Decide what activities you would like to offer.
3. Divide the activities into clubs and zones and decide what age groups they are for.
4. Set the aims of your leisure centre and describe them as well as the benefits.
5. Describe the facilities at your centre.

6. Decide on the prices and opening times.
7. Discuss the layout of the brochure.
8. Prepare photos or pictures.
9. Write the text of the brochure together and make the brochure.
10. Get ready to present your brochure together.

Lesson 8. The pleasures of imagination

1.  Listen, read the text and explain its title.

The pleasures of imagination

After Paul Bloom¹

How do Americans spend their leisure time? The answer might surprise you. The most common activity is not eating, drinking alcohol, or taking drugs. It is not socializing with friends, participating in sports, or relaxing with the family.

Our main leisure activity is participating in experiences that we know are not real. When we are free to do whatever we want, we turn to (обращаемся к) the imagination – to worlds created by others, as with books, movies (films), video games, and television (over four hours a day for the average American), or to worlds we ourselves create, as when daydreaming² and fantasizing [ˈfæntəsaɪzɪŋ]. While citizens (граждане) of other countries might watch less television, research in England and the rest of Europe finds a similar fascination with the unreal.



¹Paul Bloom is a professor of psychology at Yale University, USA. He is the author of the book *How Pleasure Works: The New Science of Why We Like What We Like*.

²**daydream** [ˈdeɪdri:m] – to spend time thinking about something pleasant, especially when you should be doing something more serious

Surely we would be *better off* doing more practical things – eating and drinking, developing relationships with the surrounding people, building homes, and teaching our children. Instead, 2-year-olds pretend (притворяются) to be lions, students stay up all night playing video games, young parents hide from their little kids to read novels...

well off – 1. rich, or having enough money to live well 2. in a good situation, or very lucky

What is the solution to this puzzle?

One solution to this puzzle might be Reality Lite¹ – a useful substitute² when the real pleasure is unavailable, too risky, or too much work.

Often we experience ourselves as the main character of an imaginary event, described in a book or shown in a film. In other words, we get transported. But how? Through visual effects, the pictures that we see while watching films or playing video games, through the power of the WORD, used by authors. They can create the illusion [ɪˈluːʒ(ə)n] of running around shooting aliens, or doing tricks on a skateboard, that fools a part of us into thinking that we, ourselves, are acting.

Besides, we have information that people lack in real life. We know what's going to happen, or what the other characters think, because we see them in different situations, we always follow them. WE become the main characters with their complex relationships and conflict around love, family, wealth (богатство), and status.

This fight makes the main characters to take action, and through this action we become part of a different life, very fast and full of adventures. Together with the main characters we learn something new from their experiences, and together with them we become different – better, stronger, cleverer, wiser.

¹ **Lite** – a spelling of ‘light’ that is often used in the names of foods and drinks that contain less sugar or fat than usual

² **substitute** [ˈsʌbstɪtjuːt] – something that people accept instead of something else, even though they know that it is not as good or as useful (заменитель, суррогат)

Together with the main character we might suffer the loss of our dearest and nearest. But to stop the pain we simply wake up from our dreams and jump back to Earth. What can be more pleasant and exciting?

2. The text can be divided into two parts. Each part starts with a question. Answer the questions for the first and second parts of the text.

3.  Work in pairs. Write an 8-sentence summary of the text, using one sentence about each paragraph.

4. Work in pairs. Explain why people enjoy reading books and watching movies. Compare with other students' explanations.

5. Does this text help you to explain your findings about the most popular leisure time activities? (Lesson 6). Can you offer any other explanation?

Lesson 9. The trip of my life

1. Organize a role play 'The trip of my life'.

A. Split in two groups:

1) **Travel agency specialists.** You consult clients who want to make a trip to another country and want to know a lot of things. **Your task** is to sell as many tours as possible.



2) **Clients** ['klaɪənts] of the travel agency. You have won a lottery and want to make a trip of their lives to another country. **Your task** is to buy dream tours at a good price.

B. Prepare for the role play.

Travel Agency specialists for work with clients:

- 1) *a meteorologist-consultant* who knows a lot about the weather and climate of different countries (revise Units 5–6);
- 2) *a tour guide* who knows all about the places for recreation activities there (get the *Resource bank* from your teacher);
- 3) *a transport manager*, who knows which transport is the best for each place and knows about the prices;
- 4) *a hotel manager* who chooses a hotel for the clients (from 3-star to 5-star hotels) depending on the prices and facilities that the clients want (prepare information about three-, four- and five-star hotels);
- 5) *a safety manager*, who instructs the clients depending on where they are going and gives them general safety rules.

Before coming to the travel agency **clients** decide what their budget is and when they can go for a holiday. They prepare questions about

- the climate they would like to experience and the weather forecast for the coming trip,
- the activities they want to try,
- the transport they prefer,
- the food they would like,
- the hotel facilities which will make them feel comfortable.

C. Have the role play 'The trip of my life'.

D. Change the roles and play it again.

Project  Your Leisure centre.

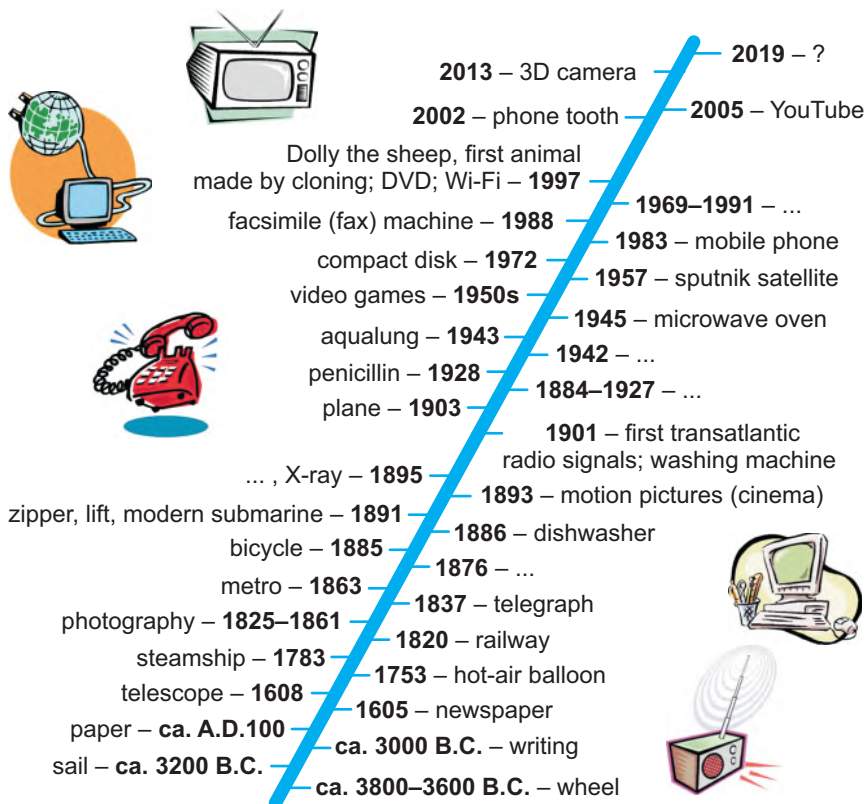
UNIT 8

MEANS OF COMMUNICATION

Lesson 1. Great ideas from great minds

1. What do you think the greatest inventions of the humanity are? Play the racing game in two teams. The members of each team run to the board in turn to write one invention each. Play for 3 minutes.

2. Work in pairs. Look through the time line of some great ideas and decide which three inventions are the most important. Compare with your classmates.



Model. I think the wheel is an important invention, because ...

Grammar focus

Article with inventions and means of communication

- Read the examples and complete the rule, using the words from the box.

The wheel is one of the most important inventions, because it made life much faster. **Photography** is also very important, because it helps people to remember the best moments in their lives. **Theatre, cinema, radio, television** have made our life full of emotions, adventure and fun. Finally, **the mobile phone, the computer** and **the Internet** are ruining the borders between different countries and turning the huge world into a small place called Earth.

concrete abstract

The definite article ‘the’ is usually used with inventions, including means of communication, associated with singular ... nouns.

Usually **NO article** is used with inventions, including means of communication, associated with singular ... nouns.



Read the rule (p. 285) and check your answers.

3a. You can find the missing inventions in the pictures (ex. 2). Match them with the years.

3b. Read the definitions below and match them with the missing inventions. What do all these inventions have in common?

- 1) a global system of computer **networks** (systems of **communication** between several computers) which consists of millions of private, public, business and government networks;
- 2) a telecommunication **device** for speaking to someone which sends an electric signal (sound) along a **wire** to a similar device;

3) the most widely used **means** of telecommunication which sends and receives pictures together with sound;

a means – all means

4) a means of communication which is based on sending and **receiving** sounds using electromagnetic waves instead of wires;

5) a telecommunication device which operates using radio signals and can be freely moved from one place to another and used in cars, trains, etc.

4a. Match the words in bold in ex. 3b with the definitions:

a) an object or machine which has been invented to fulfill a particular purpose;

b) a method or way of doing something;

c) get or be given something;

d) a thin piece of metal usually covered in plastic, used for taking electricity from one place to another;

e) the process by which people exchange information, express thoughts and feelings;

f) a system of lines, tubes, wires, roads that cross each other and are connected to each other.

4b. Complete the article about modems with the new words.

A modem is an electronic (1)... which allows a computer to send and (2)... information through standard telephone (3)... and, therefore, over long distances. It connects computers into a (4)... and turns your computer from a data-processing machine into a modern means of (5)... The traditional modem is losing popularity with the appearance of new (6)... of Internet access.

5a. Work in pairs. Discuss with your partner.

- Do you have a local area computer network?
- What means of communication is the most important these days: the radio, the TV, the telephone or the Internet?
- What do you think is the best device for sending and receiving information?

5b.  Write a paragraph answering the questions in ex. 5a.

Lesson 2. Communication is the process by which ...


1a. Read the limerick. Fill in the words from the box.



pet, phone, Net

There once was a young man called Brett
Who would spend his free time on the ...
He stayed home all alone –
No TV and no ...,
A computer mouse – his only ...

1b.  Listen to the limerick and check yourselves. What was Brett's favourite means of communication?

1c.  Listen and repeat after the speaker. Mind your sounds and intonation. Learn the limerick by heart.

Grammar focus

Complex sentences with attributive relative clauses

• Read the first two lines of the limerick again. They make a complex sentence. Answer the questions (in L1):

How many parts do the complex sentences consist of? What pronoun connects the main clause and the attributive (relative) clause? Why? What is the role of the attributive relative clause? Can we omit the relative pronouns in the sentences? Why? Why not?

What kind of man?

[There once was a young man called Brett] (who) would spend his free time on the Net.)

What kind of means?

[This is the most widely used means of telecommunication] (which) sends and receives pictures together with sound.)



Read the rule (pp. 286–288) and check your answers.

2a. Combine the sentences, using ‘which’ or ‘who’.

A. The World Wide Web was invented in 1991 by Tim Berners Lee.

B. The radio was invented by Guglielmo Marconi and Alexander Popov.

C. The idea of the telephone came to Antonio Meucci and Alexander G. Bell.

D. Ericsson Company created the cellular telephone.

E. Vladimir Zvorykin patented a colour television system

1. They had been working independently.

2. They were from Italy and the USA.

3. It is called the mobile phone in the UK.

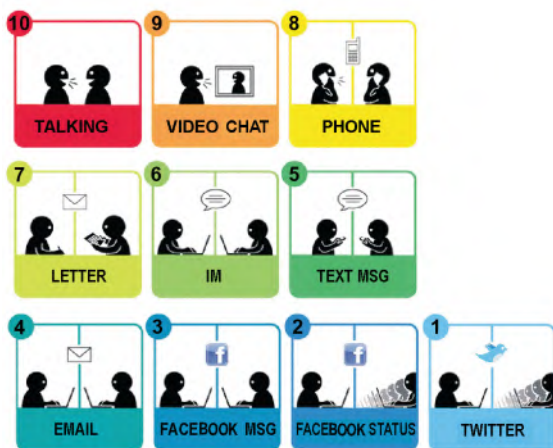
4. He was from Russia but was living in the USA at that time.

5. He had been working on his own.

2b. Do you think Brett from the limerick had enough communication? Do you know someone like Brett?

3a. Look at the pictures showing how people communicate nowadays. Tell your partner how you communicate with

– relatives, friends, teachers



3b.  Listen and read the Internet article on communication. Choose the best title for it.

1. *Means of communication.*

2. *Improving life?*

3. *New technological devices.*

When we think about modern means of communication we cannot understand how people who lived some fifty years ago were able to keep in touch. Nowadays, with a mouse in one hand and a mobile phone in the other one, we cannot imagine human contacts without modern **technology** devices.

How do people **communicate** today?

Thanks to the new technologies people are communicating more than ever before. Modern means of communication have made the distance between people unimportant.

Unlike 20 years ago, we usually call someone, not visit. This traditional way of keeping in touch has suffered a lot as people choose quicker and easier phone calls. Mobile phones are **portable** and let us contact others wherever they and we are. Furthermore, mobile phones offer the possibility of texting. Text messaging is the most convenient and the cheapest form of communication when we need to pass a quick note containing only a few words.

Emails have **replaced** letters and postcards almost completely. *People prefer emails, which are quicker to write and send, and more sure to reach the addressee.*

Business people still use fax and telegram in offices, but they have started creating special websites for communicating with partners. Video conferences are often used and business people do not need to travel to **remote** places.

To keep in touch with our families and friends that live abroad we use video chats, chat-rooms and instant messaging. Thanks to them we can talk with our relatives for free and without time limits.

All in all, it is mostly the Internet and mobile phones that we use to communicate. Have they really improved communication?

3c. Which of the ways of communication in the pictures does the article tell us about?

4a. Find words in the article which mean

- far away in distance, not close;
- have taken the place of something;
- light and small enough to be easily carried or moved;
- the practical use of scientific discoveries;
- to exchange information or conversation with other people, using words, signs, etc.

4b. Read the sentences in italics in the article. What kind of sentences are they?



Read the rule (pp. 286–288) and check your answers.

5. Work with your partner. Use the article to answer the questions below:

1. Do people communicate more or less now than they used to?
2. How do people communicate today?
3. What means of communication are most frequently used?
4. What ways of communication have modern technologies replaced?
5. What are the advantages of the modern means of communication?

6a. Work in a small group. Answer the underlined question in the article. Share your opinions on the problem.

6b. In writing, answer the underlined question in the article.

Lesson 3. History of communication

1a. Look at the pictures. What ways of communication do they show?

A



C




B



D





1b.  Listen to the Discovery Channel programme telling us about the history of the means of communication. What means of communication is missing in ex. 1a?

2a. Match the words and their definitions:

- | | |
|---|--|
| <ul style="list-style-type: none"> 1. available 2. to deliver 3. efficient 4. inefficient 5. reliable 6. lingua franca 7. unreliable | <ul style="list-style-type: none"> a) able to be used b) to take (goods, letters, etc.) to people's houses or places of work c) opposite to 'reliable' d) working or operating quickly and effectively in an organized way e) something that is reliable can be trusted because it works well f) a language which is used for communication between groups of people who speak different languages g) opposite to 'efficient' |
|---|--|

2b. Complete the extract from the programme with the missing words. Mind the word forms.

efficient – inefficient reliable – unreliable

People ran to (1)... messages faster. When running with a message, to deliver it in spoken form, it is safer to do it oneself. Sending anyone else is (2)..., as the game of Chinese whispers demonstrates. So a system of writing was necessary. When writing appeared messages on stone columns (3)... very well across time, but they were an (4)... method of communication across space. The system became more efficient when it was the message that travelled. People ran with the written messages, rode horses to save time. For example, the network of Persian roads in the 5th century BC made communication faster and more (5)... New men and fresh horses were (6)... at posting stations. A message could travel the full distance of the road from Susa to Sardis (3200 km) in ten days. What helped to make communication even more (7)... was the Aramaic language as a (8)... used in Ancient Persia.

2c.  Listen and check.

3. Read the sentences from the programme. Fill in the missing relative pronouns from the box.

which, who, that, when, where

1. Now it is a general term for systems or technologies... are used in sending and receiving messages over a distance electronically.
2. There was a time... cave drawings were painted on the walls of caves and canyons to tell the story of people's culture.
3. So are fires... usually meant 'danger' or 'victory'.
4. Ancient Egypt was the first country... birds – domesticated pigeons were used for sending messages.
5. 1843 was the year in ... Samuel Morse proposed a way to give every letter and number a special code (point, line and space).
6. It was Morse's Symbol code... we can still find used today.
7. It was Bell... managed to register it first.
8. Alexander Popov from Russia... invention of the radio came before Marconi's, did not patent it.
9. In 1983, the military project Arpanet became available to universities and research centres, ... finally gave birth to the Internet.

4a. Decide if the statements are true or false.

1. ‘Telecommunication’ means communication at distance.
2. Messages on stone columns were an efficient means of communication across long distances.
3. The network of roads made delivering messages more reliable.
4. Latin used as a lingua franca in Ancient Persia made communication more efficient.
5. Smoke signals, fires, drums and pigeons were other means of sending messages in olden days.
6. The telegraph, the telephone, Morse code and the radio were all invented in the 18th century.
7. The television, the computer and the Internet were born in the 20th century.

4b.  Listen to the programme again and check yourselves.

5a. Work in a group. Agree or disagree with the following statements.

- The telephone is the most reliable means of communication.
- The Internet is the most efficient means of delivering messages.
- New and more efficient communication devices will be available in ten years.
- In 50 years people will be able to communicate their thoughts.
- The best way to send a message over a long distance is by letter.
- English as the lingua franca of the world today makes international communication more efficient.

5b. Write your opinion about one of the statements above.



Year 9 → Unit 8 → Lesson 8 → Vocabulary
(word search)

Lesson 4. Computing is about living

1. Which of the quotes describes modern life better? Why do you think so? Discuss with the whole class.

1. The PC has improved the world in just about every area you can think of. Amazing developments in communications, collaboration and efficiencies. New kinds of entertainment and social media. Access to information and the ability to give a voice to people who would never have been heard. *Bill Gates*



2. I think it's fair to say that personal computers have become the most empowering tool we've ever created. They're tools of communication, they're tools of creativity, and they can be shaped by their user. *Bill Gates*.



3. Computing is not about computers any more. It is about living. *Nicholas Negroponte*

2a. Choose the spheres of life where the computer isn't used:

- governments of countries;
- economies [ɪ'kɒnəmɪz] of countries;
- administration of cities, towns, villages;
- banking;
- education (kindergarten, school, college, university);
- books (book-writing, book-publishing, book-reading, libraries);
- information sources (television, radio, newspapers, magazines);
- transport (land, air, water);
- medicine (prescriptions (рецепты), data storage, tests and examinations);
- entertainment (cinema, music);
- art (graphics);
- socialising (social networks).

2b. Which spheres do the following texts about the use of computers and the Internet refer to?

1. Navigation systems help us find any place. They control movement and can inform us about the situation on the roads – any form of traffic disruption: traffic jams, car accidents, etc. These computer operated systems manage intelligent highway infrastructure: electronic collection of money for road use (toll collection), emergency vehicle notification (оповещение) system, speed cameras, changing speed limits based on the current traffic, regulating traffic lights, etc.

2. There are online libraries where you can find and read a lot of books for free. Newspapers and magazines, TV channels and radio stations have all gone online in addition to their traditional formats. Some of the online content is free, some is provided at a low cost through subscription. For example, belkiosk.by offers subscription to e-editions of 150 newspapers and magazines.

It's impossible not to appreciate that nowadays we can get information from all over the world. Bill Gates said: "The Internet is becoming the town square for the global village of tomorrow."

2c. Describe how computers and the Internet are used in other spheres of life (ex. 2a). Work in groups.

3a. Think how computers and Internet technologies have changed learning foreign languages. Add examples to the following ideas.

1. Learning to communicate orally or in writing is the main aim of learning foreign languages in modern life.
2. Google Translate makes it unnecessary to learn to translate texts. Though not perfect, one can get an idea what the text is about.
3. It's more important to listen or to read and understand immediately, as translation prevents real communication.
4. The computer and the Internet offer unlimited opportunities to learn a foreign language.

3b. Read the quotes about computers and learning. Interpret them from the point of view of foreign language learning.

Computers themselves, and software yet to be developed, will revolutionize the way we learn. *Steve Jobs*



Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important. *Bill Gates*

4a. Read the quotes about dealing with the dangers of the Internet and answer the questions:


Where do we use passwords? Why is it insecure and unsafe to share them? Have you ever had a negative experience with social media? Have you ever posted negative comments?

Treat your password like your toothbrush. Don't let anybody else use it, and get a new one every six months. *Clifford Stoll*



Using social media to hurt and destroy is callous, acted out by cowards hiding behind computers. My advice is to ignore negativity. Focus on the love around. *Martin Garrix*

4b. Discuss other dangers of the Internet in pairs or in groups and work out Internet safety tips. Compare with the other groups.

4c.  Write down your brief Internet safety tips, and then listen and compare with the presented list. Complete your own list if necessary.

5a. Describe your day from morning till night. When do you use the computer and the Internet?



5b. Think what you can do to make the experience healthy and useful every time you use a computer or the Internet. Copy and fill in the table below.

Time	What I do, how I use the computer	How to make the activity healthy for the mind and the body

Lesson 5. Are you addicted to the Internet?

1a. Read the joke below. Do you agree with the arguments?

The top 5 reasons why the television is better than the World Wide Web

5. It doesn't take 5 minutes to build the picture when you change the TV channels.

4. The family never argues over which Website to visit this evening.

3. A remote control has fewer buttons than a keyboard.

2. The news programme never slows down when a lot of people tune in.

1. You can't surf the Web from a couch with a fizzy drink in one hand and a packet of crisps in the other.

1b. What do you spend more time on: watching TV or surfing the Net? Do you know someone who is addicted to the Internet?

an addict – addicted – an addiction



2a. Work in pairs – Student A and Student B – to know if you are an Internet addict. Do your part of the quiz. Make note of the answers you have chosen.

Student A's questions:

1. What do you think are good names for children?
 - a) Scott and Jenny.
 - b) Bill Gates IV.
 - c) Mozilla and Dotcom.
2. What's a telephone?
 - a) A thing with a round dial you use to talk to others.
 - b) A telecommunications **gadget** (device) with 12 keys.
 - c) Something you plug into a modem.
3. Which punctuation is most correct?
 - a) I had a wonderful day!
 - b) I had a ****wonderful**** day!!!
 - c) I had a wonderful day :-)
4. You wake up at 4:00 a.m. and decide to:
 - a) visit the bathroom.
 - b) check the fridge.
 - c) check your email.
5. What are RAM and ROM?
 - a) A male sheep and a city in Italy.
 - b) Big stars of the WWF.
 - c) I need more of the former (RAM) and should upgrade the latter (ROM).
6. To avoid a virus you should:
 - a) stay away from people who sneeze and cough.
 - b) never read email titled "Good Times".
 - c) use virus scanning software.

Student B's questions:

7. When you want to buy something hard-to-find you:
 - a) ask friends where to get it.
 - b) check out the Yellow Pages.
 - c) go to Yahoo!
8. When you don't understand how to use a new gadget you:
 - a) ask the shop-assistant.
 - b) call the manufacturer's toll-free number.
 - c) visit the manufacturer's Website and look for the FAQ (frequently asked questions).
9. When you're interested in someone you say:
 - a) Tell me more about yourself.
 - b) What's your star sign?
 - c) What's your Profile?
10. When you want to research something you:
 - a) open up your encyclopaedia.
 - b) put Encarta Encyclopaedia in your CD-ROM drive.
 - c) go to [www. google. com](http://www.google.com).
11. When you write a letter you:
 - a) put pencil to paper.
 - b) open Eudora.
 - c) ask: What's a letter? Is it like email?
12. You correct errors using:
 - a) an eraser.
 - b) white-out.
 - c) backspace or delete.

2b. Student A: ask your partner questions 1–6. Write down your partner's score. Student B: ask your partner questions 7–12. Make note of the answers your partner has chosen.

2c. Use the comments below to score yourself. Are you an Internet addict?

SCORING:

Give yourself zero points for each "a" response, five for each "b" and 10 for each "c".

If you scored 100 or higher, unplug your computer and get more hours in real life.

If you scored between 31 and 99, you're living a good mix of Net and reality.

If you scored under 30, you probably didn't read this far.

Grammar focus

Complex sentences

• Read the sentences below and answer the questions in L1. Are they simple or complex sentences?

1. *What number of clauses do they consist of?* 2. *Which of the sentences above contains an adverbial clause of time and which – an adverbial clause of condition?*

A. When I don't understand how to use a new gadget, I visit the manufacturer's Website to look for the FAQ.

B. If your score is 100 or higher, you are addicted to the Internet.



Read the rule (pp. 288–290) and check your answers.

3a. Read the advice to Internet addicts. Which is the best piece of advice?

If you are addicted to the Internet...

- you should consult a doctor and have talk therapy;
- you will have to take some special medicine, which is used to stop kleptomania or gambling addiction;
- you can take up some hobby such as cycling or reading;
- talk to your parents;
- ask a friend or a family member to put on parental controls on your computer – it will block the websites you spend most time on or you will be unable to use your computer during certain hours of the day.


3b.  Write your advice to an Internet addict.



Lesson 6. The era of mobile phones

1. Work in two groups: pros and cons. One of the groups thinks of the advantages of mobile phones, the other – of their disadvantages.



2a.  Listen to the story told by an adult. What was unusual about the mobile phone conversation he heard?

2b. Read the sentences from the story. Guess the meaning of the words in bold.



We had one phone in our house. It was not only wired to the wall, it was on the wall and had a very short **cord**.

If you wanted to call someone you stood facing the phone to **dial** the number.

You never knew if one or more neighbours were listening as all they had to do is pick up their receiver to **eavesdrop** on your conversation.

Back then teenage conversations weren't so important. Any adult wanting the line could **interrupt** you.

Unfortunately, there were no other **options** for communicating. There were no personal computers, no internet, no e-mail, no text messaging or chat rooms. That **landline** phone was all we had.

Still trying to **avoid** eavesdropping, I turned sideways trying not to listen to either of them.

You see, I'm old enough to control my behaviour but not old enough to have poor hearing. I **could not help hearing** their conversation.

2c. Find the words in bold in ex. 2b which mean

- 1) telephone line which travels through either metal wire or optical fibre, as distinguished from a mobile cellular line, where signals are sent and received via radio waves;
- 2) one thing which can be chosen from a set of possibilities, or the freedom to make a choice;
- 3) to stay away from (someone or something), or prevent (something) from happening or not allow yourself to do (something);
- 4) to stop (a person) from speaking for a short period by something you say or do, or to stop something from happening for a short period;
- 5) covered wire which connects electrical equipment to an electrical supply or other equipment;
- 6) to listen to someone's private conversation without them knowing;
- 7) to operate a telephone or make a telephone call to (someone) by pressing a particular series of numbered buttons, or moving a numbered disc, on the telephone;
- 8) were not able to control or stop something.

3.  Listen to the story again. Decide if the statements below are true or false.

- A. The man is about 35 years old.
- B. He used to have a mobile when he was a teenager.
- C. They used their phone to invite friends and neighbours to parties.
- D. The man is a polite person.
- E. The girls in line were talking to each other.

4a. Work in pairs. Use the words below (see p. 234) to retell the story. Take turns to connect any two words in the box to make a true sentence based on the story. You can use the same words several times connecting them to new words. The person who is the last to make a sentence is the winner.

Model: Once he was standing in a line in the local department store.

line, dial, conversation, department store, behind, mobile, email, neighbour, metre, text-messaging, behaviour, teenage, girl, computer, memories, teacher, similar, turn away, number, party, chat room, internet, celebration, polite, cord, conversation, interrupt, eavesdrop, couldn't help, avoid, option, school, in front of, conversation, listen, similar, old enough, important

4b.  Write down the story.

cord – cordless; wire – wireless

5. Work in groups of three. Ask and answer the questions.

1. Do you have a landline phone at home? 2. How often do you use it? 3. Is your landline phone cordless?

Lesson 7. Mobile phones – wolves in sheep's clothing?

1. Work in three groups: teenagers, parents, scientists. Prepare to speak about your attitude to mobile phones.

2a. Work in the same groups. Read your article, discuss the meaning of the words in bold. Prepare to retell the article to your classmates. What does your article tell you about: the advantages of the mobile phone or its disadvantages?

Article A

My teenage daughter got a new mobile and I'm totally confused. Emily's new phone plays music and videos. It has games and a navigation system. It connects to the Internet.

I cry out for olden times, when a phone to a teenager meant having his/her own extension in the bedroom. Now things are much more complex, and a parent can't even eavesdrop.

When mobile phones appeared, we thought they were just a passing **fad**. However, they have become more important to young people than school-work, following dress codes, and writing thank-you notes, all put together.

I was out-of-my-element as we entered the busy phone store. We approached the counter, and a shop-assistant interrupted her conversation on (what else?) a mobile.

“We just want a simple phone,” I stated.

The woman asked, “What do you mean?”

Emily elbowed me. “What she means is we want an LG Chocolate.”

“We simply want a basic phone with no bells and whistles, no downloads, no uploads, no extra minutes, no ring tones, no dial tones, no Sudoku, no nothing. Just simple. And cheap.”

My voice had got loud, and I found myself growing warm as people turned to look at me. Emily covered her face with her hands.

“I’m sorry,” I said, recovering myself. “Go ahead and give her the Large Chocolate, and throw in a hamburger, please.”

I left the store nostalgic for the time when you could pick up a black receiver and an operator said, “Number please.” Then you recited three numbers and a letter, and the call went through. And if you had a party line, you could listen to other parties talk.

Why on earth must we improve on what is already perfect?

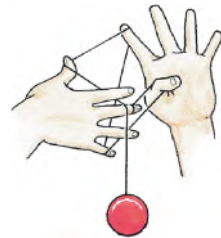
By Karen Williams

Article B

Hold on while I just download some games for my mobile phone!

Na, seriously, I am a teenager and we have a **right** to mobile phones. We are the future of this world and mobile phones are the future of technology.

All the old people reading this, just think back to when you were in high school. I’m



sure you had some trendy thing that older people disagreed with. Maybe it was a yo-yo or some weird thing you old people play with. Did you want to keep it or throw it away?

Phones are useful in more ways than you could even dream of, a lot more useful than your favourite yo-yo. Primarily they connect us to our friends that we can't always talk to. Secondly they have games – ENTERTAINMENT! It could just be better than your old yo-yo! They also play music. Amazing, isn't it!

That is the same with mobile phones: we love them even if older people disagree.

Power to the future!

P.S. LG Chocolate is a nice phone!

By Vincent Moore

Article C

The mobile phone has become the most important way of communication for teens and they often avoid contact with **peers** that don't have mobile phones. "Next time a teenager says, 'Mom, Dad, if I don't have a phone, I'm going to be a nobody,' they are being serious," said Robbie Blinkoff.

Blinkoff and his colleagues studied the behaviour of 144 mobile phone users between the ages of 16 and 40 from several countries and found that teenagers often saw little difference between meeting face to face and talking on the phone. They often saw groups of teenagers sitting together, talking with far-away friends on their mobiles rather than to each other.

Can we say that mobile phones are wolves in sheep's clothing?

40% of young adults use their mobile phones during more than four hours a day to talk or send text messages. If they miss a call or a message, it makes them feel "deeply upset and sad".

The main difference between this kind of addiction and alcoholism or drug-addiction is that mobile-addicts can be seriously affected psychologically but, as they don't show any physical symptoms, others don't see their problem. In fact, addiction to mobile phones is a part of a greater group – that of addiction to new technologies.

Mobile-addicts forget about important activities (studies), drift apart from friends and close family and think about the mobile phone constantly when they do not have it with them. There was once a teenager who had 14 mobile phones. She spent sleepless nights in the company of phantom chat partners and finally dropped out of school.

A huge number of teens use their mobile phones during school. The survey also revealed that on average, teens spend almost as much time on their mobile phones as they spend doing physical activity. One half of those surveyed said they would rather have their TV privileges cut down than their mobile phone use, while more than a quarter (27%) indicated they would prefer to have Web access limited rather than have their mobile phones taken away.

2b. Work in groups of three: one teenager, one parent and one scientist. Tell your stories to the group members. Who do you agree with?

3a. Choose the correct definition for each word in bold in the articles.

Fad

1) to gradually disappear; to lose colour or brightness, or to make something do this

2) something that someone likes or does for a short time, or that is fashionable for a short time

Peer

1) a person who has a high social position and a title, like baron, earl and duke

2) a person who is the same age or has the same social position or the same abilities as other people in a group

Right

1) the side of your body that has the hand that most people write with; opposite to left

2) the freedom and the advantages that everyone should be allowed to have

3b. Work in pairs. Answer the questions.

1. Do you think the mobile phone is just a fad? When do you think yo-yo was a fad? 2. Do most of your peers have mobile phones? 3. Do you think teenagers have a right to use any means of communication they like and as much as they like?

3c. Look through the articles. Find examples of complex sentences. Define their types.

4a. Make a survey on mobile phones. Take one question each and ask all your classmates. Make notes of their answers. Report the results of the survey to the class.

- Do you have a mobile phone? What can your mobile do?
- Do you prefer meeting people or talking to them on the phone?
- How much time a day do you use your mobile phone?
- What do you mostly use your mobile for: talking, texting, playing video games, other?
- Do you use your mobile during school?
- Do you think you have an addiction to mobile phones?
- Do you use your mobile at night?
- How much time do you spend a day doing physical activity?
- If you had to choose between the mobile phone and the TV, what would you choose?
- If you had to choose between the mobile phone and the Internet, what would you choose?

4b. Are any of the results surprising?

4c.  Write your own answers to the questions in ex. 4a.

Lesson 8. Future of communications

1. Read the predictions below and decide which of them was the most stupid.

“There is no reason anyone would want a computer in their home.”

Ken Olson, president of Digital Equipment Corp., 1977.

“The phone has too many shortcomings to be seriously considered as a means of communication”

Western Union Statement in 1876

“Television won’t last because people will soon get tired of it”

Lee deForest, American radio pioneer and inventor, 1957

2a. Match the beginnings and endings of the sentences taken from an article about the future of communications.

1. What we need to know is ...
 2. If we don’t do anything about aggression promoting TV programmes, Internet and mobile phone addictions today, ...
 3. It is always possible ...
 4. Sometimes we take it for granted ...
 5. Though it seems ...
 6. When we think about the future,
 7. We don’t know ...
 8. But the thing that worries many of us most is ...
 9. It appears ...
- A. ... it might be too late tomorrow.
 - B. ... what we are going to do about the changes that all these new inventions bring along and how they will affect our lives.
 - C. ... whether new means of communication will be available in the future and whether they will change the quality of our life.
 - D. ... we imagine something really revolutionary like time travel or telepathy.
 - E. ... that our life is becoming more and more comfortable and successful with all the new means of communication and new devices – plasma TVs, portable computers, wireless Internet and smart phones.
 - F. ... that there is a contradiction between the advantages of new technologies and the disadvantages we can’t help noticing.
 - G. ... that new ways of keeping in touch will appear and replace the old ones.
 - H. ... as if everything has already been created, inventors surprise us with new gadgets every year.
 - I. ... what can be invented in 10, 20 or 50 years from now.

2b. Define the types of the subordinate clauses in the sentences above.

2c. Put the sentences in a logical order to make an article.

2d.  Listen and check yourselves.

3a. A website asked their teenage readers to answer the question: *What predictions can you make about how we will communicate globally in the future?* Read the predictions. Which of them do you agree with most?

In the future I think there will be...

...no telephones, parents will have mobile phones and kids will have watches that they can talk to friends on

...just about no such thing as a piece of paper, because things will be done by using I.C.T. (Information and communication technologies)

...teleporters!!!! Also I think we will have time machines! I'm looking forward to getting all this GREAT / AWESOME stuff!!!!

...more types of computers & telephones, cellphone watches, a TV that you can put in your bag and watch it when you are walking round and a telephone that you can talk to and see what they are doing

...an electronic high technology microchip inserted in a person's head that will read the minds of other people

...one book and you can talk and do all your subjects all in one book

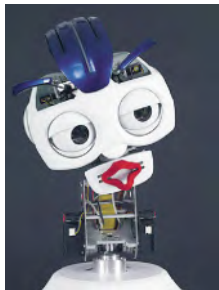
...books that talk to you so you don't have to read them, everyone will have electric wheel chairs and those cool scooters!

...no need to plug anything into walls because someone will have come up with something else to power up things

...mini ear phones that you can just push a button and it will call anyone you want. Also I think that we will live in gold houses.

COOL!


...no teachers, just robots, who will never get mad at you for not doing your homework



...a small web cam thingy in schools that connects every class together and you'll be able to get holographic images through it ...no need to learn many foreign languages, because English will be the lingua franca in the whole world

3b. Write your predictions about the future of global communication.

Lesson 9. Slam

1.  Listen and read the introduction to the extract from a novel. Have you ever heard the name of the author? Have you read his books or seen films made after his books?

Nick Hornby (born 17 April 1957) is an English novelist and essayist. He is best known for the novels *High Fidelity*, *About a Boy*, and for the football memoir *Fever Pitch*. His work frequently touches upon music and sports. *High Fidelity* – his first novel – was published in 1995. The novel, about a record collector and his relationships, was adapted into a 2000 film starring John Cusack and a Broadway musical in 2006. His second novel, *About a Boy*, published in 1998, is about two “boys” – Marcus, a teenager from a single-parent family, and Will Freeman, an immature and selfish man in his mid-thirties who becomes better through his growing relationship with Marcus. Hugh Grant and Nicholas Hoult starred in the 2002 film version. *Slam* is a novel published in 2007. The book is written from the perspective of a teenager, Sam, who gets into trouble.



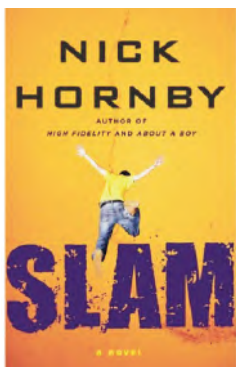
2.  Listen and read the extract. Can you guess what kind of trouble Sam gets into?

Good **stuff** had been happening for about six months.

- For example: Mum got rid of Steve, her rubbish boyfriend.
- For example: Mrs Gillett, my Art and Design teacher, took me to one side after a lesson and asked whether I'd thought of doing art at college.

- For example: I'd learned two new skating tricks, suddenly, after weeks of making an idiot of myself in public. (From now on skating = skateboarding.) All that, and I'd met Alicia too.

Looking at what I just wrote, you could have guessed a lot about me. You could have guessed that my mum and dad don't



live together, for a start. You could have guessed that I skate, and you could have guessed that my best subject at school was Art and Design. And you don't need to be Sherlock Holmes to work out that Alicia was a girl who meant something to me. If you were able to guess it all from that first little paragraph, I'd start to worry that I wasn't an incredibly **complicated** and interesting person, ha ha.

I don't know. **As far as people like Alicia's parents are concerned**, you're a bad person if you don't read and study, and as far as people like my dad are concerned, you're a bad person if you do. It's all mad, isn't it? It's not reading and whatever that makes you good or bad. It's whether you get addicted to drugs and go out mugging. I don't know why they all get themselves into such a **stew**.

Well, here's the thing. I know it sounds stupid, and I'm not this sort of person usually, honest. I mean, I don't believe in ghosts or reincarnation or any **weird stuff** at all. But this, it was just something that started happening, and... Anyway. I'll just say it, and you can think what you want.

I talk to Tony Hawk, and Tony Hawk talks back.

Some of you won't have heard of Tony Hawk. Well, I have to say that not knowing Tony Hawk is like not knowing Robbie Williams, or maybe even Tony Blair. It's worse than that, if you think about it. Because there are loads of politicians, and loads of singers, hundreds of TV programmes. George Bush is probably even more famous than Tony Blair and Britney Spears or Kylie are as famous as Robbie Williams. But there's only one skater, really, and his name's Tony Hawk. Well, there's not only one. But he's definitely the Big One. He's the *J.K. Rowling* of skaters, *the Big Mac*, *the iPod*, *the Xbox*. The

only excuse I'll accept for not knowing TH is that you're not interested in skating.

When I got into skating, my mum bought me a Tony Hawk poster off the Internet. It's the coolest present I've ever had, and it wasn't even the most expensive. And it went straight up onto my bedroom wall, and I just got into the habit of telling it things. At first, I only told Tony about skating – I'd talk about the problems I was having, or the tricks I'd learned. I knew they would mean much more to a picture of Tony Hawk than they would to a real-life Mum. I'm not **dissing** my mum, but she hasn't got a clue, really. So when I told her about things like that, she'd try to look all enthusiastic, but there was nothing really going on in her eyes. She was all, Oh, that's great. But if I'd asked her what this or that trick was, she wouldn't have been able to tell me. So what was the point? Tony knew. Maybe that was why my mum bought me the poster, so that I'd have somebody else to talk to.

After a while, I started talking to Tony Hawk about school, Mum, Alicia, whatever, and I found that he had something to say about those things too.

Does this sound mad to you? It probably does, but I don't care, really. Who doesn't talk to someone in their heads? Who doesn't talk to God, or a pet, or someone they love who has died, or maybe just to themselves? TH... he wasn't me. But he was who I wanted to be, so that makes him the best **version** of myself, and that can't be a bad thing, to have the best version of yourself standing there on a bedroom wall and watching you. It makes you feel as though you mustn't let yourself down.

3. Match the names in italics with their definitions:

- British author best known as the creator of the *Harry Potter* fantasy series;
- a portable media player designed and marketed by Apple and launched on October 23, 2001;
- a sixth-generation video game console manufactured by Microsoft;
- a hamburger sold by the international fast-food chain McDonald's (it is one of the company's signature products).

4. Why do you think Sam compares his idol Tony Hawk with J.K. Rowling, the Big Mac, the iPod and Xbox?

5. Find the words in bold which mean

- an act of attacking someone and stealing their money;
- being rude or disrespectful to someone, especially to someone older or in a higher position than you;
- things;
- a difficult situation which makes them feel anxious or upset;
- in their opinion;
- difficult to deal with or understand;
- a particular form of something which is slightly different from other forms of the same thing;
- very strange and unusual, unexpected or not natural.

6. Match the phrasal verbs with their synonyms. Use the context for help (ex. 2).

let down get into go on go out think of

Help box

continue, consider, leave home in order to do something, start to like something and become interested in it, disappoint someone or not to do what you promised

7a. Work in pairs. Answer the questions below. Compare your ideas with the whole class.

1. What things are important for Sam? 2. Does he have enough communication? 3. Does he communicate with his peers? 4. Why does he avoid talking to his Mum? 5. Why does he start talking to TH? 6. Who is more reliable for Sam: his Mum or TH? 7. What / who does TH replace in his life? 8. What do you think affected Sam so deeply? 9. Does he have any addictions? 10. Do you think Sam is a mature person? 11. How old do you think Sam is?

7b. Would you like to read the whole book? Why? Why not?

Lesson 10. New technologies are improving communication?

Option 1: Debate on the topic

Step 1: Work in two groups to prepare for the debate. One group proposes the motion; the other group opposes the motion. Brainstorm your arguments for or against. Be ready to provide facts supporting your arguments. Try to predict what arguments your opponent can come up with. Prepare counter-arguments. Think of a slogan to motivate the audience to vote for you.

Step 2: Choose a speaker to represent your group. Help them to structure their speech. It should consist of three parts: introduction, main body and conclusion. In the introduction the speaker is supposed to say what they are going to speak about. In the main body they are supposed to present the arguments and support them with facts. In the conclusion the speaker should say what they have spoken about and should finish up with the slogan.

Step 3: Make your speeches. Hold a vote to decide who has won the debate. Encourage the audience to be objective.

Option 2: Poster FUTURE OF COMMUNICATIONS

Make a poster presenting your predictions for the future as far as new technologies are concerned. It might be a collage made of photos or pictures, a 3D model of some futuristic gadget, etc. Prepare to speak about the new technologies and their role in the future life of the people.

Project 

Are new technologies improving communication?

UNIT 9

SCHOOL MATTERS

Lesson 1. School problems


1a. Work in pairs. Answer the questions: *Why is it important to talk to someone when you have a problem?*

1b. Read the announcement on the school board and check your answers.

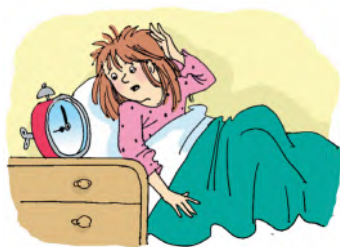
Everybody faces problems at some point. If you have a problem at school, talking to someone can help you see things in a different light. Problems you keep to yourself can seem much bigger than they really are. A good place to start is speaking to your parents, teachers or friends.

British students can get free, confidential advice from a Helpline adviser: 080 800 13 2 19. You can also contact them by e-mail, webchat or text message via the Helpline website.

1c. Who do you usually turn to when you have a problem? Have you got a Helpline adviser at your school?

2a.  Read students' webchat on the Helpline website and match their problems with the pictures.

1



2



3



4



Joe	<p>"I am having huge trouble getting my homework done. I leave it till the last minute or copy someone else's. I know cheating is wrong. My mum and dad don't know anything, but I know they will be disappointed if I tell them. Do you have any advice on how I can organise my homework and what I need for school? I would really appreciate the help, thank you."</p>
Pamela	<p>"I've just started a new school and I feel like I don't belong here. I'm too shy to actually talk to anyone. In the class that I was in before I fit in pretty well and they understood me, but I don't think that's going to happen now. I don't want to be alone for the rest of the school year. Please, help."</p>
Ella	<p>"My classmates bully me because I'm not good at sports. I feel like I don't have any real friends because they're constantly calling me names, and this one boy, that I have to sit next to, enjoys throwing my pens and notebooks off my desk. What should I do?"</p>
Bob	<p>"I'm not an easy student. I often oversleep. I'm late. I skip lessons and I lie about where I am. It was a small bad habit I developed last year but it has gotten way worse this year. This has to stop...but I don't know where to start. I can't cope with it myself."</p>

2b. Match the words with their definitions. There are two words which are synonyms.

1. to oversleep	a) to be able to live, work, etc. in an easy and natural way (with sb / sth)
2. to be disappointed with sth / in sb	b) to feel sad because sb/sth is less good than he / she had hoped
3. to fit in (with sb / sth)	c) to act in a suitable way in order to solve a problem, complete a task, etc.
4. to cheat	d) to sleep longer than you should
5. to miss lessons	e) to act in a dishonest way in order to win or to get an advantage for yourself, especially in a competition, game or examination
6. to bully	f) not to go to a lesson when you should
7. to cope with	g) to hurt or frighten sb who is weaker

2c. Complete the table.

(v)	(n): person	(n): action
to cheat	a cheat	?
?	a bully	bullying
to advise	?	advice

3. Speak in pairs. Then report to the class.

Model: Have you ever overslept? When and why did it happen?

overslept, dealt with disappointing marks, cheated at school, skipped lessons, been bullied, had difficulty fitting in with your classmates

4a.  Read the Helpline adviser's replies. Guess what problems she is giving advice on.

A. “What you need to do is to tell your parents or another adult you trust. Usually your parents are the best people to tell. Don’t forget they were at school not so long ago, so they might know more than you think about your situation. If you can’t tell your parents, then talk to a teacher or an older person you trust. The school can’t do anything about your problem if they don’t know about it. Take a friend with you if you’re nervous and remember there are many ways a school can stop it.”

B. “It’s really hard introducing yourself to people, especially if they’ve already got friends. Why don’t you speak to the people you’re sitting next to in class, before and after class? Find out what clubs there are at your school and go to something you’re interested in. You’ve got to be brave and say “Hello – what’s your name?” It’s difficult but you’ve got to do it. You’ll feel great afterwards. The best thing you can do is to talk to people, remember to smile, be open and friendly, listen to what others have to say and make them feel important.”

4b. What pieces of advice are given? Do you agree with these pieces of advice? What else could you recommend in these situations?

5a. Find phrases used to give advice in the texts.

5b. Match the phrases with their functions.

A. Giving advice

B. Rejecting¹ advice

C. Accepting² advice

1. You could / should talk to your parents. Why don’t you join a school club? What you really need to do is to tell your teacher about it. Have you thought of calling the helpline? The best thing you can do is to be friendly.

2. What / That’s a good idea! That might work. It might be a good idea. I think I’ll take your advice.

3. That’s easier said than done! I don’t think it’s a good idea. I don’t think so. That’s all very well for you to say, but...

¹reject – отказывать


²accept – принимать

5c.  Listen and check.

5d. Look through the phrases for giving advice. In which phrases do we use the infinitive and in which ones the *ing*-form?

6a. Work in groups. Make a list of problems you have to deal with at school.

6b. Work in pairs. Discuss the problems and give each other advice how to cope with them. Use the expressions above.

7.  Imagine that you are a Helpline adviser. Give advice on the Webchat to help students to solve other problems: homework organisation, oversleeping, skipping lessons, cheating, etc.

Lesson 2. I study to learn

1. Match the beginnings of the quotes about education with their endings. Do you agree or disagree with them? Justify your answer.

1. "You learn something every day ...
2. "Teach us to give and ...
3. "Learn as much as you can while you are ...
4. "We know what we are, ...
5. "If you want to predict the future, ...
6. "The best teachers teach from the heart, ...
7. "I study to learn, ...

- A. ... not from the book."
- B. ... but we don't know what we may be."
- C. ... if you pay attention."
- D. ... not to count the cost."
- E. ... to be an educated person."
- F. ... young, since life becomes too busy later."
- G. ... study the past."

2a. Fill in the verbs in the dictionary entries.

to study	to learn	to teach	to know
----------	----------	----------	---------

1. ... – to get knowledge of a subject or skill, by experience, by studying it, or by being taught.
2. ... – to spend time reading, going to classes etc. in order to learn about a subject.
3. ... – to have information about something.
4. ... – to give lessons in a school, college, or university; to show someone how to do something.

2b. Complete the questions with the words from ex. 2a in the correct form. Then interview each other.

1. What school subjects do you enjoy ... with interest?
2. Is it difficult for you to ... grammar rules?
3. Do you ... to fit in with other people at school?
4. Does school ... you to cope with life problems?
5. Do you ... what you will do in the future?
6. Do you ... hard to get better marks at school?
7. What are the main things teachers should ... you at school?

3a. Read the school curriculum¹ of British students. Is it different from yours?

Pupils in Years 10 and 11 are usually between the ages of 14 and 16 years old. The subjects they have to study are:

- English;
- Maths;
- Science = Physics [ˈfɪzɪks], Chemistry [ˈkɛmɪstrɪ], Biology [baɪˈɒlədʒɪ];
- ICT (Information and Communication Technology [tekˈnɒlədʒɪ]);
- PE (Physical [ˈfɪzɪk(ə)l] education);
- Citizenship [ˈsɪtɪz(ə)nʃɪp] (гражданство)

The optional² subjects you can take in Years 10 and 11 are:

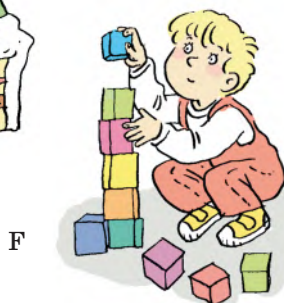
- Arts (Art and Design [dɪˈzɑɪn], Music, Dance, Drama and Media [ˈmiːdiə] Arts);
- Design and Technology;
- Humanities [hjuːˈmænətɪz] = history and geography [dʒɪˈɒɡrəfi];
- Modern Foreign Languages.

¹ **curriculum** – программа

² **optional** – дополнительный

3b. If you had a chance to make a choice, what subjects would you like to study at school?

4a. Match the idioms with the pictures. Which of them mean 'easy' and which ones – 'difficult'?



- 1) a piece of cake
- 2) dead easy
- 3) an uphill struggle


- 4) a hard nut to crack
- 5) not a bed of roses
- 6) child's play

4b. Work in pairs. What is easy and what is difficult for you at school? Use the idioms above.

Help box

doing Maths / Chemistry / English / ... tests, learning English / Russian grammar, writing dictations, learning poems by heart, solving Maths / Physics problems, learning Chemistry formulae ['fɔ:mjuli:], doing PE exercises, learning historical dates, doing Chemistry / Biology experiments, doing homework, etc.

5a. Speak in pairs. Is it important to get good marks at school? Why/Why not?

5b.  Read the magazine article and match the paragraphs to the headlines.

A. Set up a good workspace. B. Go to classes. C. Ask for teacher's advice. D. Study groups. E. Class participation.

How to cope with disappointing marks

Remember, a mark does not show what kind of a person you are, so don't feel as if you are a terrible person. Don't compare yourself to others; they're not you and you're not them, you will always get different marks. It's part of life!

Tip 1 If your study is an uphill struggle, asking for help from a friend or a classmate will be a good idea. Try to find other students like you in class who want to study better. If you form a group and try to study together helping each other, you will be able to get everything done even you have missed the class.

Tip 2 Talk to your teacher. This demonstrates to your teacher that you are serious about improving your marks and getting help. Ask your teacher why they think you are not doing so well, and what his advice is for you to improve.

Tip 3 Set a specific time for homework and studying. Eliminate (исключи) any distractions, such as TV, music or computers from the study area. Completely clear your desk and make sure you've got a nice comfortable chair.

Tip 4 To get good marks, you need to discipline yourself to participate in class. Participating in classroom activities gives an opportunity for learning new skills. You should be always on-task, listen to your teacher and classmates' answers, respond to questions and participate in group discussions.

Tip 5 Some students skip classes that they don't like. Do go to your classes, however. Just missing one class can leave a hole in your knowledge that can take a long time to repair. If you absolutely can't go to a class, ensure you catch up by borrowing notes from a friend.

Follow these tips and there is no reason why your marks shouldn't improve.

5c. Read the text again and make a list of Dos and Don'ts. Add your ideas to the list.

5d. Your friend is disappointed with their marks at school. Give his/her advice on how to cope with their problem. Use phrases from Lesson 1.


6a. Speak in pairs. Choose two school subjects. What do you learn/study in these lessons? What is easy/difficult? What are you going to do to improve your marks?

6b.  Write about your two school subjects.

Lesson 3. Do you speak English and make mistakes?

1a. Work in pairs. Is learning English a piece of cake or a hard nut to crack for you? What areas of the English language are difficult for you? Choose from the list.

spelling	pronunciation	grammar	vocabulary
listening	writing	reading	speaking

1b.  Listen to three students talking about learning English. What are their problems?



2a.  Listen to the poem. What does it teach you?

If you want to make progress without wasting your time
Make a list of expressions that easily rhyme
It won't make much difference if you make a mistake
Just make an announcement¹: "I've made biscuits and cake!"

¹ announcement – объявление

If you do badly, can you do your best?
If you can't answer, can you do the test?
Can you do the shopping? Can you do the dishes?
Can you do your homework? Can you make your wishes?

Make a trip to some country to meet people like us,
Make friends and smile, and don't make a fuss¹,
Say you love making plans, appointments² and such
Making breakfast or dinner doesn't bother you much.

If the words that you hear don't make any sense
Make an effort³ to answer and do not feel tense
Do exercises; don't make much noise
Please, do me a favour, I can't make a choice.

So make up your mind,
And learn verse of this kind,
Then you'll use "do" and "make"
Without any mistake!

2b. Using the poem in ex. 2a, sort out the words. Which of them are used with the verb 'do' and which ones with the verb 'make'?

Model: Do your best, make progress, ...

2c. Make up true sentences about your school life using the phrases with 'do' and 'make'.

Model. I always do my Chemistry homework. I'm making progress in Maths.

2d. Learn the poem by heart.



Year 9 → Unit 9 → Lesson 3 → DO or MAKE?
(grouping word combinations)

¹ fuss – суета

² make an appointment – назначить встречу

³ effort – усилие

3a.  Listen to the Internet chat. What is Sandra's problem?



3b. Do you have the same problem as Sandra does? What do you do to cope with this problem?

4a.  Listen and read the article Bob has recommended to Sandra. What is the main idea of the article?

Some people are shy to speak a new language with others. This shyness is mostly associated with the fear that “I will make mistakes.” Students and teachers often focus on mistakes. They worry about mistakes. They correct mistakes. They feel nervous about mistakes. They try to speak perfectly. No one, however, is perfect. Native speakers make mistakes all the time. Instead of focusing on the negative – focus on communication. Taking lessons is always important, but equally important are these pieces of advice:

1. Read, listen, watch. Try to find topics that INTEREST you. Read online newspapers (*The Times*, *The Guardian*, *The Independent*...), keep listening to Internet radio stations like the BBC, watch TV shows in English, etc.

2. Write, communicate. Try to find discussion forums from the web about things that you find interesting and FUN (music, various artists, hobbies, etc.) and start communicating there with other people using only English. Please do NOT be afraid of making mistakes. The more you enjoy communicating, the better!


3. If you are shy to speak English with other people, say the following words before the mirror: “I don’t worry about making mistakes when I speak English. I am making an effort to improve my English. People like me as a person. People speak with me because of my good personal qualities. They

don't mind if I make mistakes at times because English is not my mother tongue. I make mistakes only to learn from my mistakes."

The key thing in this is not to be afraid to make mistakes. The only mistake is not opening your mouth.

4b. What pieces of advice does the article give to English learners?

5a. Speak in pairs about your way of learning English. What do you find easy/difficult? What do you do to improve your English?

5b.  Write a short paragraph about your way of learning English.



Year 9 → Unit 9 → Lesson 3 → DO or MAKE?
(cloze test)

Lesson 4. Exam fever!

1a. Talk to your classmates about exams.




to take/sit/have an exam

to pass an exam

to fail an exam

- When do students feel happy, nervous, disappointed?
 - when they are sitting an exam
 - when they have failed the exam
 - when they have passed the exam
- What exams are you going to take at the end of the school year? Do you think you will pass all the exams?

1b.  Listen to Sarah, a British student, giving tips on how to cope with exams and revision. What is the most important thing to pass an exam successfully?



1c.  Listen again and complete her tips.

Revision success

1. Find a good place to work. It should be ...
2. Don't try to revise ... all at once.
3. Take ... in the middle.
4. Don't leave your revision until ...
5. If you don't understand something, ...
6. Don't just read through ..., make notes.
7. Get a small pile of notes and a pen and write ... onto the notes. Then stick them ...


The night before the exam

1. The best way to reduce stress is ...
2. Try to revise the main ...
3. Staying up all night before an exam is ...
4. Don't ... to set your alarm clock (будильник).

The morning of the exam

1. Get up ... and have a good ...
2. Exercise to ...
3. Get to school ...
4. Avoid speaking to ...

1d. Work in pairs. Which of the tips do you think are the most effective?

2a.  Listen to Kevin's story about his exam experience. Did he pass or fail his exam?

2b.  Listen again and write down what Kevin did wrong.



Grammar focus

Criticism: *should/ought to* + Perfect Infinitive

- Read the sentences and answer the questions.

Did Kevin do something wrong in the past?

Does Kevin's mum give him advice or criticisms him?

Kevin didn't have breakfast. His mother says, 'You **ought to have had** breakfast!'

Kevin panicked. His mother says, 'You **shouldn't have panicked!**'

should have + V3 / ought to have + V3



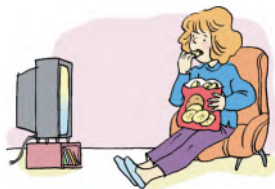
Read the rule (p. 290) and check your answers.

2c. Criticize Kevin.

Model. Kevin shouldn't have hung around with his friends.

3a. Look at the pictures and explain why Kate failed her exam.

Model. She overslept.



Help box

oversleep, set the alarm clock, do homework, cheat, surf the Internet all night, revise for the exam, watch TV

3b. Criticize Kate.

Model. She shouldn't have overslept. She ought to have set her alarm clock.

3c. Give Kate advice on how to cope with her exams in the future.

Model. You shouldn't oversleep. You ought to set your alarm clock.

3d. Write an answer to Kate's letter in which you criticize her and give her advice.

Dear Sally,
I'm so depressed. I did so badly at my exam that I failed it....
Kate

Lesson 5. Plans for the future

1a. Read the text about getting further education after you are 16 in Britain. Where can young people learn and work at the same time?

In Britain students finish primary school and start secondary school at the age of 12 and go to the first form. When they are 16, they are in the fifth form. After 16 they have to make an important decision in their life. Where do they want to get further education? They can choose from:

- a school sixth form, preparing students for university;
- a college, preparing students for university or giving them practical skills for a job;
- an Apprenticeship (apprenticeships are training programmes through which you will work and study at the same time, and be paid for your work).

1b. What are the Belarusian equivalents to the British educational establishments?

2a. Where are these young people going to get further education? Why have they made such a choice?

“I dream of being a children’s nurse (мед-сестра). I love helping people and I want to feel like I’m doing something important. I’m going to study Health and Social Care at college and work in my local hospital. I’m doing this for me.”



Kirsten Graham, 15, Cambridge



“I went on a plane when I was five and since then all I’ve wanted is to be a pilot. Being a pilot means I can travel and earn good money. That’s why I’m always on the Internet finding out about how to do it. I’m into sports too, because pilots have to be fit. I’m going to stay at school for sixth form and take A level¹ Maths, Physics and English, then go to uni. It sounds great!”

Daniel Carvose, 16, Essex

“I’m a bit naughty at school but love practical lessons like design and technology and helping my dad with the car. I’m going to become an Apprentice helicopter engineer! I’m going to study Engineering and make engines (двигатели). I hope I’ll earn more than £100 per week– so I’ll have a bit of cash in my pocket!”



David, 16, Cornwall

2b. Where are you going to get further education? Why? How many students in your class are going to stay at school?

¹ A level (exams) – экзамены за курс средней школы

3a.  Listen to Joe Lauder. What type of education is he going to get?



3b.  Listen again and find the odd sentence.

1. He's going to study Web Design.
2. He's leaving for London tomorrow.
3. His bus leaves at 9 a.m.
4. He thinks he'll design CD covers and be his own boss.
5. He's going to be a programmer.

3c. What tenses are used to express the future? Why? (See p. 277.)

3d. Kirsten is writing about her first days as a college student. Open the brackets.

“I'm so happy! I'm a college student. My classes **(begin)** next Monday. I expect some subjects **(be)** an uphill struggle, but I think I **(do)** my best and **(cope)** with any difficulties. I **(be)** an active student. I **(participate)** in all college events and I **(join)** a gym. Tomorrow I **(meet)** my roommate. She's also a student of my college. I hope we **(make)** friends quickly. Her train **(arrive)** at 5.40 pm. In the evening we **(have)** dinner together at our local café. I **(look)** forward to this meeting.”

4a. Open the brackets.


1. What *(to do)* after passing your exams?
2. Where *(you / go)* in summer?
3. *(you / work)* in summer?
4. What languages *(you / learn)* next year?
5. What clubs *(you / join)* next year?

6. What do you think (*you / do*) after finishing school?
7. Where (*you / get*) further education?

4b. Work in pairs. Interview each other, then report to the class about your partner's plans for the future.

4c.  Write about your next year. What are you going to do? What do you think you will do?


Lesson 6. Learning world

1a.  Listen to the programme about education and fill in the figures.

Facts about education around the world

1. One in five adults in the developing world – almost... million people – cannot read or write.
2. Most illiterate¹ people are women. About ... percent of women cannot read or write.
3. About ... million children of primary school age do not go to school.
4. More than... million children do not attend secondary school.
5. Many children who go to school do not finish it with even the most basic reading and math skills because their schools do not have enough teachers, books or facilities to give a quality education.

develop – developed – developing

1b.  Listen to the second part of the programme and complete the sentences to answer the question: *Why cannot children get education in some countries?*

Across the world many children miss out on their education because:

- they are made to work to ...,

¹ illiterate – неграмотный

- they have to ... and become child soldiers,
- their families do not... for their education because in most developing countries

1c. Compare the facts from ex. 1a and 1b with the education in Belarus.

2a.  Read the scripts of Internet videos about two schools – in Colombia and South Africa. What are their problems?

Text A

No roads go to this remote area in the Cordillera [kɔːdɪl'je(ə)rə] Oriental. There aren't even any paths (тропинки). Instead, the 12 families who live here, use 12 steel cables (стальные канаты) that connect one side of the valley to the other and is the only way in or out. For the residents of a small hard-to-get-village 40 miles southeast of Bogota – it's the only way to communicate with the outside world.



Every day to get to school, 9-year-old Daisy Mora has to overcome the turbulent river valley of Rio Negro sliding across on a cable. From a height of 1300ft¹ this brave little girl moves through the air with only a piece of wood as a brake (в качестве тормоза). Every morning, Daisy puts her younger brother, who is still too small to overcome the canyon on his own, in a bag and prepares to jump for her daily journey to school.

Some might ask why no bridge has been built to make travel easier and the answer is a lack of money.

Text B

Tsosoloso Ya Afrika School is one of many schools in Midrand that are so overcrowded (переполнены) that they have up to 100 children in one class. It is so bad that pupils are left alone as the school's 11 teachers jump from class to class

¹ 1 foot = 0.3048 metre

to reach as many children as possible.

Tsosoloso Ya Afrika is made up of mobile classrooms, which can last up to 10 years, but with the huge number of children at the school, these classrooms are falling apart (разваливаются).

The roof is falling down and there are no windows in almost every classroom.

Only one toilet is working for the 1,200 pupils. At break time the children wait in a line to use the toilet.

‘There is discipline [ˈdɪsɪplɪn] and order at the moment,’ said one teacher. ‘But we can’t expect that it will last for a long time. Huge classes might cause big problems in the future.’



2b. What do you think about the schools above and their students?

2c. Compare the problems of your school with those in the text.

3. Work in groups. Take part in the Internet project ‘Schools Around the World’: make a video about your school.

- Write the script for your video. Describe the school building and facilities, subjects, school problems and coping with them, after-class activities, clubs.
- Distribute the roles.
- Choose materials about your school and write your role.
- Film the video using a camera or your mobile phone.
- Present your video in class and discuss it.

Lesson 7. Cheating at school: for and against

1. Work in groups of three. Find out what your classmates think about cheating.

2a.  Listen and read the Internet forum on cheating. Which of the participants are for cheating and which of them are against it?

Grace	I dislike cheating, it's dishonest. Cheating is the same as lying. Copying a friend's work is never a good idea because you won't get any knowledge. Even if no one finds out that you've been cheating, YOU will know. You'll feel bad about it and you'll never learn to do that kind of work.
Tank	Some people say cheating is bad, and it's wrong. There is also that popular phrase everyone loves to use: "When you cheat, you're really cheating yourself." Is this true? I say: NO! I have cheated on tests, homework and projects all through my school years. It's something I take pride in. I'm proud of myself because out of the hundreds of times I've cheated, I've only been caught ONE time.
Pinky	Since every school has a cheating policy, cheating can get you in serious trouble. You can get an automatic F or Zero on the test or project or even be expelled (исключен) from school. If you cheat to get a better mark, you're taking a big risk of getting a much worse mark that will seriously set you back.
Grace	Cheating is unfair to you. School can help make you a better person in many ways, and help you learn the things you'll need in your future life. If you cheat, you will never really learn these things, for all you're going to learn is how to cheat!
Tank	Unfair? School is unfair to you too! Most of the subjects you have to take at school, you will never need in your life. If you're not going to study Physics or Maths at college or university, why would you need the laws of relativity (законы относительности)? Save time for yourself.
Pinky	As it's important to play fair in games and sports, school, must be a place for a fair play, too. When you cheat at school to get better marks, it's unfair to the kids who actually studied and did the work.

Fred

I cheat because my homework, test or projects are not a bed of roses. I can't cope with them but I want to get as good marks as my classmates. **As** for my parents they think I have no problems at school, I don't want to disappoint them.

Grammar focus

Clauses of reason

- Read the sentences with the words in bold and answer the questions.

What subordinate clauses do the words in bold introduce? What is the place of the subordinate clauses in complex sentences? Why?

- Complete the rule using the correct conjunction from the box below.

for	since	because	as
-----	-------	---------	----

Clauses of reason with the conjunction... usually follow the main clause to show that the reason is very important.

Clauses of reason with the conjunctions... and... are usually before the main clause to show that the reason is well known.

Clauses of reason with the conjunction... always follow the main clause to show that the reason is afterthought.



Read the rule (pp. 290–291) and check your answers.

- 2b.** Work in pairs. Combine the sentences from A and B to make up different ideas about cheating. Explain why these conjunctions are used.

A

1. I sometimes cheat at school
2. I never cheat at school
3. I hate cheating
4. I don't mind cheating at school
5. I copy my homework from my classmates

B

- a) **since** I don't want to look stupid
- b) **because** it's the easiest way to get a higher mark
- c) **for** it's unfair
- d) **for** you might get into trouble
- e) **because** I'm lazy
- f) **as** some subjects are a hard nut to crack

fair (*adj*) – unfair honest (*adj*) – dishonest

2c. Read the text again and complete the table.

Arguments FOR cheating	Arguments AGAINST cheating
...	...

3. Express your opinion about cheating. Use the linking words.

first of all, secondly, furthermore, in addition to this, moreover, because, for, since, as

4. You are going to take part in a debate about cheating. You will need the following phrases. Match the phrases with their functions.

A: Accepting smb's idea

B: Accepting smb's idea but not convinced

C: Expressing disagreement

1. I'm afraid I can't agree with / that ...
I cannot believe that ...
I don't find it a very convincing argument.
2. I find it a very convincing argument.
I'd like to support ...'s point of view about ...
That's just what I think.

3. These are all important points, however / on the other hand ...
It is true that ... Nevertheless, ...
That is a good point but ...

5a. Prepare for the debate. Draw out the cards with the words 'For' and "Against" to find out what point of view you will have to defend during the debate in the next lesson.

5b. At home prepare for the debate:

- think of your arguments,
- write them down,
- try to predict the opposite team's arguments and how to contradict them.

6. Hold the debate about cheating.

A. Follow the debate rules.

- Don't interrupt others.
- Don't offend others.
- Raise your hand if it's not your time of speaking.
- Don't whisper while another speaker is talking.

B. Start the debate.

Tips:

- Don't forget to use linking words and phrases from the previous lesson.
- The results of the debate will depend on both your convincing arguments and following the rules.
- If you break the rule, your team gets a red card.

7. Has the debate influenced your own opinion on the topic? Has your opinion changed?

Lesson 8. A true school story

1a.  Read Part I of the story. Who are the following people?

Charles Pryor

A.J. Fielder

Happy Jack

Jimmy and Johnny Farrar

Part I

When I was a Senior¹ at E.C. Glass High School in Lynchburg, Virginia during the 1961–62 school year, we had a nasty teacher named A.J. Fielder, better known as “Happy Jack”. Happy Jack Fielder taught hard courses in Chemistry and Physics. He gave low grades (marks) to his students. Many students needed high grades to get into the college of their choices.



I was one of those who decided to take the risk of taking Happy Jack’s classes. Happy Jack gave very hard tests. Almost all of us got no better than 50 or 60 out of 100 on these tests. In other words, we were failing. If we failed, we would not be able to go to college at all.

However, there was one kid in the class who always got 100 on every physics test. His name was Charles Pryor. He was not regarded (не считался) as one of the smartest (cleverest) kids in the school. Actually, I was regarded as the smartest kid in the school, although I knew that in reality I was not.

I had close friends named Jimmy and Johnny Farrar, who were identical twins. They were also among the smartest kids in the school and were taking the same physics class from Happy Jack. I went over to their house many times to discuss our low grades in Physics.

We knew that something had to be done about this. We were desperate². By getting 100 on every test while the rest of us were getting not more than 60, Charles Pryor was placing us all in a difficult situation. We were all studying hard. We did not think that he was very smart, so it could not have been that he knew the material better than we did.

a place (*n*) – место to place (*v*) – ?

We finally understood how he did it.

There were three physics classes, taught in periods (lessons) 4, 5 and 6. Charles Pryor was in the sixth period. Happy Jack

¹ senior ['si:niə] – старшекласник

² desperate ['despəreɪt] – в отчаянии

gave the same tests to all three periods. Therefore, during period 5 Charles Pryor could meet with a student from period 4 who had just taken the test, find out what the questions were and look up the answers before period 6. We became convinced (убеждены) that this was what Charles Pryor was doing. He was a cheat.

Now, what to do about this?

1b. Explain

- 1) why senior students needed high grades;
- 2) why students tried to avoid Happy Jack's classes;
- 3) why the three friends were desperate;
- 4) why they thought that Charles Pryor was cheating;
- 5) how Charles Pryor was cheating.

2a. What do you think the boys did?

2b. Read Part II and check your guesses.

Part II

Finally, we decided to write an anonymous letter to A.J. Fielder explaining what Charles Pryor was doing. However, we did not want to say that it was Charles Pryor who was doing it. We just said that some student was doing this. In order to make sure that nobody would ever know who had written the letter, we put on gloves and bought a new pad of paper, so that our fingerprints (отпечатки пальцев) would not appear on the paper. We went through newspapers and found the words we wanted to write, cut them out with scissors and pasted them with glue. We got a new envelope and put the letter in the envelope. Then, we mailed the letter to Happy Jack.



paper



glue



envelope



scissors

A few days later, Happy Jack made an announcement (объявление) to all the physics classes. He read the letter in class. He wanted to know immediately who had written the letter and who the cheating student was. I kept silent and did not raise my hand and neither did Jimmy or Johnny Farrar.

A few days later, Happy Jack Fielder gave us another test. However, he did not give the same test to all three classes. Instead, he gave an easy test to the students in period four. Everybody in that class got 100 on that test. Then, he gave an extremely difficult test to the students in periods 5 and 6. His message was clear: “If you do not say the name of the cheating student, all of you will fail. You will not be able to go to college and your futures will be ruined.”

I went over to Jimmy and Johnny Farrar’s house again. Now, we were really worried. We decided that we had no choice. We wrote another letter. The second letter contained only one sentence: “The person referred to in the previous letter is Charles Pryor.” A few days later, I was walking down the high school corridor past the classroom door and saw A.J. Fielder with my letter in his hand, having a heart-to-heart talk with Charles Pryor. I do not know what happened next and heard nothing more about this. We all passed our exams and went to college.

For 40 long years since 1961 I have been keeping this secret. In all these years, until today, I have never told anyone about this letter.

Today, after 40 years, I decided to look up Charles Pryor on the Internet, and here is what I found:

Charles W. Pryor has a Ph.D. degree¹ in Physics and is the CEO and Chairman of the Board² of Westinghouse Electric Corporation, whose technologies are used in nuclear power plants (ядерные электростанции) all over the world. Charles W. Pryor won the Academy of Distinguished Alumni Award³ for 1998.

¹ **PhD degree** – степень кандидата наук

² **CEO and Chairman of the Board** – исполнительный директор и председатель правления

³ **Academy of Distinguished Alumni Award** – награда Академии выдающихся выпускников



We must now realize that he was not cheating after all. He was simply better at physics than we were.

This is a true story.

After Sam Sloan

2c. Explain why

- 1) they decided to write a letter;
- 2) they put on gloves and bought a new pad of paper;
- 3) all the students in period 4 got 100 on the test;
- 4) the three friends decide to write another letter;
- 5) Happy Jack had a heart-to-heart talk with Charles Pryor;
- 6) Charles Pryor always got 100 on Physics tests.

3. Discuss in groups.

- What do you think about the boys' idea to write a letter to the teacher?
- Should students inform teachers about their classmates' cheating?
- Do you think teachers should give different tests for different classes? Why? / Why not?

4. Write a short play based on the story.

A. Include the conversations between:

- 1) Sam Sloan and the twins,
- 2) Mr Fielder and the class,
- 3) Happy Jack and Charles Pryor.

B. Choose a role and read the play.

C. Act out the play.

Lesson 9. Goodbye, school!

1a. Remember your school year and complete the sentences.

1. This year, I've had my best marks in ...
2. My best day off this school year was when ...
3. The most confusing moment happened when ...
4. I was really disappointed when ...
5. We've become friends with..., and we had a great time when ...
6. The most fun my friends and I had this year was when ...


1b. Share the information with your partner.

1c. Tell the class interesting facts you have learnt about your partner.

2. Play the board game in groups of three.

1. What is a happy family in your view?
2. How are you getting on with your parents?
3. How can you deal with family problems?
4. Which is more important: a family or friends?
5. What is friendship in your opinion?
6. Why is a balanced healthy diet important?
7. What do you do to keep to a healthy lifestyle?
8. What are your preferences in fashion?
9. What is your opinion about school uniform?
10. What inventions can't you imagine your life without?
11. Are new technologies improving communication?
12. What do you do in your leisure time?
13. What visit to a museum or theatre do you remember?
14. Which climate do you prefer: the Belarusian or the British?
15. Do you always listen to the weather forecast? Why? / Why not?
16. What are the impacts of extreme weather events in Belarus?
17. What can you ask about the climate of English-speaking countries?
18. How do you cope with school problems?
19. What do you do to improve your marks at school?
20. Are you for or against cheating?



3a.  Listen and read the song. What is the singer going to do on holiday?

Summer holiday

We're all going on a summer holiday –
No more working for a week or two.
Fun and laughter on our summer holiday,
No more worries for me or you,
For a week or two.

We're going where the sun shines brightly,
We're going where the sea is blue.
We've all seen it on the movies,
Now let's see if it's true.

Everybody has a summer holiday
Doing things they always wanted to
So we're going on a summer holiday,
To make our dreams come true
For me and you.
For me and you.



3b. Find the song on the Internet and sing it.

3c. What are your plans for the summer?

Help box

I'm going to... I think/I hope... Perhaps/Maybe I'll...
First of all... Then... After that... Afterwards...

Grammar reference

UNIT 1

Lesson 4. Expressing future actions.

Выражение будущих действий

1. При помощи каких видовременных форм можно выразить будущее время в английском языке? 2. Какая временная форма используется для выражения действия, которое говорящий считает возможным в будущем или же совершенно уверен, что оно произойдет? 3. Какая временная форма используется для выражения действия, запланированного и подготовленного на ближайшее будущее? 4. Как выражаются намерения или планы на будущее?

Future Simple используется для выражения действий, которые возможно произойдут в будущем. *Future Simple* используется после выражений *I think, maybe, probably, I hope, I expect, I'm sure*.

I think I'll visit you tomorrow. – Думаю, я увижу тебя завтра.

Present Continuous используется для выражения запланированных действий в недалеком будущем (при наличии **договоренности**). Чаще всего *Present Continuous* используется с глаголами движения (*visit, fly, meet, leave, etc.*)

I'm visiting the Browns tonight. – Сегодня вечером я встречаюсь с Браунами.

Конструкция *to be going to* используется для выражения запланированных действий и планов на будущее.

We are going to buy a new car. – Мы собираемся купить новую машину.

UNIT 2

Lesson 1. Absolute possessive pronouns.

Абсолютные притяжательные местоимения

Притяжательные местоимения могут употребляться перед существительными, т.е. как определение к существи-

тельному, поэтому в современных словарях они называются *possessive adjectives* or *possessive determiners* (определители существительного).

This is **my** friend.

Абсолютные притяжательные местоимения употребляются без существительного, в функции предикатива. Часто они называются *possessive pronouns*.

She is a friend of **mine**.

Личные местоимения	Притяжательные местоимения	Абсолютные притяжательные местоимения
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
they	their	theirs

UNIT 3

Lesson 4. Degrees of comparison of adverbs.

Степени сравнения наречий

Наречия образа действия, а также некоторые другие могут иметь сравнительную и превосходную степени сравнения (положительная степень совпадает с исходной формой). Перед такими наречиями можно по смыслу поставить слово *very*. Степени сравнения наречий образуются так же, как и степени сравнения прилагательных. Наречия времени, места и многие другие степеней сравнения не имеют.

1. Односложные наречия и двусложное наречие *early* образуют степени сравнения путем прибавления суффикса **-er** (сравнительная степень), суффикса **-est** (превосходная степень).

Положительная степень	Сравнительная степень	Превосходная степень
fast <i>быстро</i> late <i>поздно</i> soon <i>скоро</i> hard <i>усердно</i> early <i>рано</i>	faster <i>быстрее</i> later <i>позднее</i> sooner <i>скорее</i> harder <i>усерднее</i> earlier <i>раньше</i>	fastest <i>быстрее всего</i> latest <i>позднее всего</i> soonest <i>скорее всего</i> hardest <i>усерднее всего</i> earliest <i>раньше всего</i>

2. Наречия, образованные от прилагательных при помощи суффикса *-ly*, образуют сравнительную степень при помощи слова *more*, а превосходную – *most*.

Положительная степень	Сравнительная степень	Превосходная степень
easily <i>легко</i> clearly <i>ясно</i>	more easily <i>легче</i> more clearly <i>яснее</i>	most easily <i>легче всего</i> most clearly <i>яснее всего</i>

3. Следующие наречия, как и соответствующие им прилагательные, образуют степени сравнения не по правилу:

Положительная степень	Сравнительная степень	Превосходная степень
well <i>хорошо</i> badly <i>плохо</i> little <i>мало</i> much <i>много</i>	better <i>лучше</i> worse <i>хуже</i> less <i>меньше</i> more <i>больше</i>	best <i>лучше всего</i> worst <i>хуже всего</i> least <i>менее всего</i> most <i>больше всего</i>
far <i>далеко</i>	farther ¹ further > <i>дальше</i>	farthest furthest > <i>дальше всего</i>

Для усиления сравнительной степени наречий, также как и прилагательных, употребляются слова **much** *гораздо*, **much more** *намного*.

It is much better to say nothing. – Гораздо лучше ничего не говорить.

She is feeling much better (worse). – Она чувствует себя намного лучше (хуже).

¹ **farther** – употребляется для обозначения расстояния

UNIT 4

Lesson 3. Pronouns *another / other / others / the other / the others*. Местоимения *another / other / others / the other / the others*

Another + singular noun

Местоимение *another* употребляется с существительными в единственном числе, например: *another skirt, another model*. Оно может выражать два оттенка значения:

– «другой, иной» (по качеству) – *a different person or thing of the same type*:

This chair is broken. Take **another** one. – Этот стул сломан.

Возьми **другой**.

– «другой, еще один» (по количеству) – *one more person or thing of the same type as before*:

Can I have **another** apple? – Можно мне **еще одно** яблоко?

Other + plural noun / *Others*

Местоимение *other* употребляется перед существительными во множественном числе (*other details, other materials*) или самостоятельно в форме множественного числа *others* и выражает следующие оттенки значений:

– «другие, дополнительные» – *additional people or things of the type already mentioned or known about*:

In addition to Nicola, Mrs Stanley has three **other children**.

– «другие, иные» – *people or things different from the ones already mentioned or known about*:

I suggested a camping holiday, but Kerry had **other ideas**. She has **other interests**.

Some people like rock music, **others** don't.

– «другие» – *people in a general way when you are not including yourself as one of them*:

I don't care what **other people** think.

We aim to develop in our students a sense of responsibility and a respect for **others**.

Remember: *some other / any other* + singular noun. e.g.

Not now. We'll talk about it *some other time*. The Greeks spend more money on food than *any other nation* in Europe.

The (my, his, her) other + singular noun

Местоимение **the other** употребляется с существительными в единственном числе (*the other boy, the other sweater*) в значении:

– «другой, второй» (если речь идет о двух конкретных лицах, предметах или объект состоит из двух частей) – *the thing or person from two definite things or people, mentioned after the first on:*

Here is only one shoe. Where is **the other**?

She was looking around for **her other shoe**.

I held onto the rope with **my other hand**.

– «другой, противоположный» – *opposite:*

A taxi had stopped on **the other side** of the road.

He sat at **the other end** of the sofa.

I did my best to avoid a car coming from **the other direction**.

I tried to attract her attention, but she was looking **the other way**.

The (my, your) other + plural noun / The others

Местоимение **the other** употребляется также перед существительными во множественном числе (*other details, other materials*) или самостоятельно в форме множественного числа **the others** и имеет следующее значение:

– «другие, остальные» (из конкретной группы людей или предметов) – *the rest of the people or things in a definite group:*

We stayed until all **the other guests** had gone home.

Beethoven's Ninth Symphony is much longer than **his other symphonies**.

Where are **my other cassettes** that I gave you?

There are only three books in the bag. Where are **the others**?

Lesson 4. Reported Speech: statements.

Косвенная речь: повествовательные предложения

1. *What is direct speech and what is reported speech?*
2. *What verbs introduce direct speech and reported speech?*
3. *What is the difference between the sentences with direct speech and reported speech?*

Прямая речь – это цитирование чьих-либо слов.

В отличие от прямой речи косвенная речь передаёт чужое высказывание от лица автора и воспроизводит его не дословно, а лишь с сохранением общего содержания (хотя в отдельных случаях косвенная речь может приближаться к дословному воспроизведению чужой речи).

При переводе повествовательного предложения из прямой речи в косвенную строится сложноподчиненное предложение и производятся следующие изменения:

- 1) глагол **say to smb**, вводящий прямую речь, заменяется глаголом **tell smb**;
- 2) личные и притяжательные местоимения заменяются по смыслу: **I – she, my book – her book**;
- 3) глагол в придаточном предложении может менять форму соответственно подлежащему. Например, **have – has; I don't feel – she doesn't feel**;
- 4) если глагол в главном предложении, вводящий косвенную речь, стоит в прошедшем времени, то в придаточном предложении происходит сдвиг времен в прошлое (Sequence of Tenses) следующим образом: Present Simple → Past Simple, Present Continuous → Past Continuous, Present Perfect → Past Perfect, Past Simple → Past Perfect, Future Simple → Future Simple in the Past. Изменяются также наречия времени и места и указательные местоимения: **today – that day, yesterday – the day before, tomorrow – the next day, ... ago – ... before, last ... – the ... before, next ... – the following ..., here – there, this – that, these – those**.

Lesson 5. Reported commands.

Косвенная речь: повелительные предложения

1. *What verbs report commands?* 2. *What form of the verb is used after tell smb / ask smb?* 3. *What are the differences between the sentences with direct commands and reported commands?*

Команда или просьба в косвенной речи обычно выражается инфинитивом с частицей **to**:

tell / ask sb (not) to V

The model **says to** her assistant: **“Hurry up! Don't be slow!”**

The model **tells / asks** her assistant **to hurry up**. She **tells / asks** her **not to be slow**.

Lesson 6. Reported questions.

Косвенная речь: вопросительные предложения

1. *What verbs are used to report questions?* 2. *What conjunctions (союзы) are used in reported questions? Why?* 3. *What are the differences between direct questions and reported questions?* 4. *Are reported questions questions or statements?*

1. Косвенный вопрос представляет собой сложноподчиненное предложение.

2. В главном предложении используются вводные слова *ask, want to know, wonder, it's interesting ...*

3. В придаточном предложении вопрос преобразуется в повествовательное предложение с прямым порядком слов, поэтому вспомогательные глаголы *do, does, did* в утвердительных предложениях косвенной речи исчезают. Изменяются также местоимения и формы глаголов в зависимости от нового подлежащего.

NB: Если глагол в главном предложении, вводящий косвенный вопрос, стоит в прошедшем времени, то в придаточном предложении происходит сдвиг времен в прошлое по правилу согласования времен (Sequence of Tenses).

4. Общий вопрос в косвенной речи вводится союзами **if** и **whether**, которые переводятся на русский язык частицей **ли** после глагола.

5. Специальный вопрос вводится тем же вопросительным словом, что и соответствующий вопрос в прямой речи.

UNIT 6

Lesson 4. Modal verbs *must, may, might, could, can't* + different infinitives for certainty and possibility. Модальные глаголы *must, may, might, could, can't* с различными видами инфинитива для выражения уверенности и вероятности

В английском языке существует 4 вида инфинитива – *Simple (Indefinite), Continuous, Perfect, Perfect Continuous*.

Инфинитивы Simple довольно часто употребляются с глаголами *like, want, advise, help*, и т.д, в то время как другие виды инфинитива употребляются после модальных глаголов для выражения различных оттенков модальности, т.е. отношения говорящего к сообщаемому, например, разрешение или запрещение, предположение о возможности или невозможности действия и пр.

Indefinite Infinitive V (rain, etc)	Continuous Infinitive be + V ing (be raining)
Perfect Infinitive have + V3 (have rained)	Perfect Continuous Infinitive have been + V ing (have been raining)

Инфинитивы Simple и Continuous относят действия к настоящему или будущему времени, а инфинитивы Perfect и Perfect Continuous – к прошлому.

Различные виды инфинитивов после модальных глаголов **must, may, might, can't** передают различную степень уверенности о возможности какого-либо действия в прошлом, настоящем или будущем.

Certainty

(I'm one hundred percent sure.)

They **must be** (должно быть) tired. = *I am sure* they're tired.

They **must be cooking** dinner.

They **must have been cooking** it since 12 o'clock.

They **must have cooked** soup.

They **can't have finished** cooking. = Не может быть, чтобы...

Possibility

(It's possible, but I'm not sure.)

They **may / might / could be** tired. = Возможно, ...

They **may / might / could be cooking** dinner.

They **may / might / could have been cooking** it since 12 o'clock.

They **may / might / could have cooked** soup by now.

Использование **may** показывает бóльшую степень уверенности, чем в случае с **might**.

UNIT 7

Lesson 3. Article with the names of museums / cinemas / theatres / galleries, etc.

Артикль с названиями музеев, кинотеатров, театров, галерей и т.д.

Как правило, названия музеев, театров, кинотеатров, отелей, картинных галерей употребляются с определенным артиклем, например: the Opera and Ballet Theatre, the Hermitage, the Marine Hotel, the Banana Museum.

Однако, если в названии есть фамилия человека или название города, артикль не употребляется, например: King David Hotel, Yanka Kupala's Literary Museum.

UNIT 8

Lesson 1. Article with inventions and means of communication. Артикль с названиями изобретений и средств коммуникации

Часто названия изобретений, многие из которых являются средствами коммуникации, используются в обобщающем смысле: the wheel, the computer и др.

Определенный артикль **the** употребляется, если изобретение ассоциируется с конкретным существительным, например: the telephone, the mobile phone, the computer, the sail, the book и др.

The telephone was invented by Alexander Graham Bell (the telephone ассоциируется с телефонным аппаратом, используемым для телефонной связи, т.е. с конкретным существительным).

Артикль **НЕ** используется, если изобретение ассоциируется с абстрактным существительным, например: television (система транслирования информации), photography (процесс фотографирования), cinema (съемка и показ фильмов; искусство) и если слово заканчивается на -ing: cloning.

Radio owes its development to two other inventions, the telegraph and the telephone, all three technologies are closely related (radio ассоциируется с системой, передающей информацию на далекие расстояния с помощью радиоволн).

E-mail is a wonderful invention which links people across the world (система отправки сообщений с одного компьютера на другой).

Запомните употребление артикля в следующих словосочетаниях:

TELEPHONE

over the telephone: People are interviewed over the telephone.

by telephone: Computers send information by telephone using a modem.

on the telephone: 1) He's been on the telephone for the past two hours (= talking to someone); 2) I can't believe you're not on the telephone (= have no telephone in your home, office).

RADIO

turn on / off a radio (= a radio set): Let's turn on the radio. It's time for the news.

the radio (= the programmes): I like listening to the radio while I'm driving.

on the radio: We heard a lot of flood warnings on the radio.

by radio: We might be able to contact him by radio.

He's worked *in radio* (= work) all his life.

TELEVISION

watch television: Most people watch television every day.

on television: What's on TV? We watched the news on television.

It's not easy to write plays *for television* (= form of entertainment).

turn on / turn off / switch on / switch off a television (= a television set): Kelly switched on the television and forgot about everything.

BUT

I'd like to buy a new radio / television (set).

Lesson 2. Complex sentences with attributive relative clauses. Определительные придаточные предложения

I. Определительные придаточные предложения выполняют функцию определения и отвечают на вопросы **What? Which?** – *Какой? Который?* и т.п. Они следуют непосредственно за тем существительным в главном предложении, которое они определяют, и соединяются с главным предложением следующими союзными словами:

Относительными местоимениями (relative pronouns):	Наречиями (adverbs):
who – который whom ¹ – которого whose – чей, которого which – который that – который	when – когда where – где, куда why – почему

II. Придаточные определительные предложения могут быть **ограничительными** (defining or restricting) и **неограничительными** (non-defining or non-restricting).

a) **Ограничительное** (defining) придаточное существенно необходимо для смысла предложения. Оно ограничивает и выделяет существительное, к которому относится.

This is the man who bought the gadget. – Это человек, который купил техническую новинку.

This is the gadget that he bought. – Это – техническая новинка, которую он купил.

Ограничительные придаточные предложения часто используются в определениях.

A laptop (also known as a notebook) is a personal computer which is designed for mobile use. – Лэптоп (также известный как ноутбук) – это персональный компьютер, который предназначен для передвижного использования.

¹ **whom** – форма объектного падежа местоимения ‘who’ употребляется в разговорной речи.

б) **Неограничительное** придаточное определительное не является существенным для значения всего предложения. Оно содержит дополнительные сведения. Главное предложение будет иметь смысл и без такого придаточного предложения.

This man, who lives in the neighbouring street, bought the gadget in our shop yesterday. – Человек, который живёт на соседней улице, вчера купил техническую новинку в нашем магазине.

This gadget, which was bought in our shop yesterday, will have to be exchanged. – Эта техническая новинка, которую купили в нашем магазине вчера, будет заменена.

в) **Who, which, that:** ограничительные определительные придаточные предложения большей частью вводятся относительным местоимением **that**, которое употребляется как с одушевленными, так и с неодушевленными существительными. Только с неодушевленными существительными употребляется местоимение **which**. С одушевленными существительными необходимо употреблять местоимение **who**.

The man that (who) lives in the neighbouring street, is an Internet addict. – Человек, который живёт на соседней улице, зависим от интернета.

Заметьте, что сказуемое придаточного предложения согласуется в числе с определяемым существительным.

В неограничительных придаточных предложениях нельзя заменить *who / which* на *that*.

Если перед опускаемым союзным словом стоял **предлог**, он переносится в конец придаточного предложения (ставится после глагола, а при наличии дополнения – после дополнения):

This is the means of communication to which he is addicted, – **This is the means of communication he is addicted to.**

г) Придаточные определительные вводятся относительным местоимением **whose**, когда речь идет о людях. Это же местоимение употребляется применительно к неодушевленному существительному, но вместо него лучше использовать местоимение **which** с предлогом **of**. (Иногда удастся заменить придаточное предложение определительным предложением оборотом.)

He is a person **whose** invention made him popular all over the world.

One of the gadgets **whose** functioning may cause problems is iPhone-4.

One of the gadgets the functioning of **which** may cause problems, is iPhone-4.

д) Упрощение придаточных определительных предложений: относительные придаточные предложения с местоимениями в роли дополнения можно заменить причастием (participle). Это делает предложение более коротким и легким для понимания.

I told you about the device **which connects** the computer to the Internet. – I told you about the woman **connecting** the computer to the Internet.

Lesson 5. Complex sentences. Сложноподчинённые предложения

I. Предложение (sentence) – это сочетание слов, выражающее законченную мысль.

Email is gradually replacing snail mail. – Электронная почта постепенно заменяет обычную почту.

II. По составу предложения бывают простыми (simple sentences) или сложными. Простые предложения можно разбить на две группы – *распространённые* и *нераспространённые*. Сложные предложения делятся на *сложносочинённые (compound sentences)* и *сложноподчинённые (complex sentences)*.

Сложносочинённое предложение имеет в своем составе два и более равноправных простых предложений (clauses). В сложносочинённом предложении составляющие его простые предложения равноправны по смыслу и связаны сочинительными союзами: **and** – и; **but** – но; **while, whereas** – а, в то время как; **or** – или; **otherwise** – иначе; **either... or** – или... или.

Latin was the lingua franca of the Roman Empire and it helped people of different nationalities to communicate with each other. – Латинский язык был языком межнационального общения в Римской империи и он помогал людям разных народов поддерживать отношения друг с другом.

Email is reliable, while snail mail is something very personal. – Электронная почта надёжна, в то время как обычная почта является чем-то очень личным.

III. Сложноподчинённое предложение состоит из главного (*the principal (or main) clause*) и одного или нескольких придаточных предложений (*subordinate clause(s)*), поясняющих главное предложение. Придаточные предложения выполняют роль различных членов предложения: подлежащего (*subject*), именной части сказуемого (*predicative*), дополнения (*object*), определения (*attributive*), обстоятельства (*adverbial*).

IV. Типы придаточных предложений

Придаточные предложения дополнительные (Object subordinate clauses), которые присоединяются к главному предложению с помощью союзов *that, if/whether, what, who, which, where, how, why*.

I don't know where the contradiction lies. – Я не знаю, где лежит противоречие.

Придаточные предложения определительные (Attributive subordinate clauses), которые присоединяются к главному предложению с помощью таких союзов и наречий, как *who* (который), *whose* (чей), *which / that* (который), *where* (где), *why* (почему).

Here is the gadget (that / which) we have spoken about. – Вот приспособление, о котором мы говорили.

Эти предложения могут соединяться с главным предложением бессоюзно (*См. материалы по теме Relative (Attributive) clauses.*)

English is the subject I like best. – Английский язык – это предмет, который я люблю больше всего.

The mobile phone is the means of communication I use the most. – Мобильный телефон – это средство связи, которым я пользуюсь больше всего.

Придаточные предложения обстоятельственные времени, места, причины, образа действия, следствия, уступительные, цели, условия (adverbial subordinate clauses of time, place, cause, manner, result, concession, purpose, condition), которые имеют свою собственную классификацию.

UNIT 9

Lesson 4. Criticism: *should / ought to* + Perfect Infinitive. Модальные глаголы *should / ought to* + Perfect Infinitive для выражения критики прошлого действия.

Модальные глаголы **should / ought to** в сочетании с Perfect Infinitive выражают порицание или упрек и означают, что кто-то, по мнению говорящего, неправильно поступил в прошлом.

Kevin didn't have breakfast. His mother says, "You **ought to have had** breakfast!"

Kevin panicked. His mother says, "You **shouldn't have panicked!**"

Lesson 7. Clauses of reason. Придаточные предложения причины

Придаточные предложения причины вводятся союзами **because, as, since, for** и передают причину действия. Предложения с союзом **because** обычно стоят в конце, что указывает на самую важную часть предложения – причину.

I went to Spain last summer **because** I wanted sunshine on every day of my holiday.

As и **since** обычно используются в начале предложения, когда причина уже хорошо известна, а потому менее важна.

As the performance had already started, we went up to the balcony and occupied some empty seats there.

Since John had already eaten, I had a sandwich.

Однако они могут стоять и после главного предложения.

We can all go home, **since** there's no more business.

Союз **for** никогда не используется в начале предложения, он всегда идет после запятой в письменной речи или паузы в устной речи. Это своего рода «мысль вдогонку».

I told her to leave, **for** I was very tired.

I decided to stop the work I was doing – **for** it was very late and I wanted to go to bed.

Irregular verbs list

Список неправильных глаголов

Verb (V)	Past Tense (V2)	Past Participle (V3)
begin начинать	began	begun
break ломать	broke	broken
bring приносить	brought	brought
build строить	built	built
buy покупать	bought	bought
catch ловить	caught	caught
choose выбирать	chose	chosen
come приходить	came	come
cut резать	cut	cut
do делать	did	done
draw рисовать	drew	drawn
dream мечтать; видеть сны	dreamed, dreamt	dreamed, dreamt
drink пить	drank	drunk
drive вести машину	drove	driven
eat есть, кушать	ate	eaten
fall падать	fell	fallen
feed кормить	fed	fed
feel чувствовать	felt	felt
fight бороться	fought	fought
find находить	found	found
fit подходить по размеру	fit	fit
fly летать	flew	flown
forget забывать	forgot	forgotten
get получать	got	got
give давать	gave	given
go идти, ехать	went	gone
grow расти	grew	grown
have иметь	had	had
hear слышать	heard	heard
keep держать, хранить	kept	kept
knit вязать	knitted, knit	knitted, knit
know знать	knew	known

Verb (V)	Past Tense (V2)	Past Participle (V3)
lay класть; накрывать (на стол)	laid	laid
learn изучать, узнавать	learned, learnt	learned, learnt
leave уезжать, уходить; покидать	left	left
lie лежать	lay	lain
lose терять	lost	lost
make делать	made	made
pay платить	paid	paid
put класть	put	put
read читать	read	read
ride ехать (<i>верхом</i>)	rode	ridden
run бегать	ran	run
say говорить, сказать	said	said
see видеть	saw	seen
sell продавать	sold	sold
send посылать	sent	sent
sew шить	sewed	sewn
show показывать	showed	shown
sing петь	sang	sung
sink тонуть	sank	sunk
sit сидеть	sat	sat
sleep спать	slept	slept
spend тратить	spent	spent
spread распространять	spread	spread
stick приклеивать	stuck	stuck
swim плавать	swam	swum
take брать	took	taken
teach учить, обучать	taught	taught
tell говорить	told	told
think думать	thought	thought
throw бросать	threw	thrown
wear носить	wore	worn
win выигрывать	won	won
write писать	wrote	written

Vocabulary

adj – adjective прилагательное

adv – adverb наречие

conj – conjunction предлог

n – noun существительное

phr v – phrasal verb фразовый глагол

v – verb глагол

Аа

addict [ˈædɪkt] *n* заядлый любитель; приверженец

addicted [əˈdɪktɪd] *adj* склонный (часто к дурному); предающийся (чему-л.);

addiction [əˈdɪkʃ(ə)n] склонность (к чему-л.), пагубная привычка

admission [ədˈmɪʃ(ə)n] допуск, вход (в музей и т.н.)

admission fee [ədˈmɪʃ(ə)n ˈfi:] плата за вход

advice [ədˈvaɪs] *n* совет

advise [ədˈvaɪz] *v* советовать

aerobics [eəˈrəʊbɪks] *n* аэробика

affect [əˈfekt] *v* оказывать влияние

aggression-promoting [əˈɡreʃ(ə)n prəˈməʊtɪŋ] *adj* содействующий агрессии

appear [əˈpiə] *v* появляться

appreciate [əˈpri:ʃi,eɪt] ценить

arid [ˈæɪd] сухой, засушливый

artificial [ˌɑ:tɪˈfiʃ(ə)l] *adj* искусственный, ненатуральный

atmosphere [ˈætməsfiə] *n* атмосфера

attractive [əˈtræktɪv] *adj* привлекательный

available [əˈveɪləb(ə)l] *adj* доступный, в наличии

avalanche [ˈævələntʃ] *n* лавина, обвал (снега, земли, льда в горах)

avoid [əˈvɔɪd] *v* избегать

Вb

bald [bɔ:ld] *adj* лысый

be in one's mid thirties [ˈθɜ:tiz] быть в возрасте 34–36 лет

be in one's early thirties быть в возрасте 30–33 лет
be in one's late thirties быть в возрасте 37–39 лет
be the breadwinner ['bredwɪnə] быть главным добытчиком
в семье
be under the weather ['weðə] недомогать, нездоровиться
bear in mind ['beə m 'maɪnd] принимать во внимание
beard ['biəd] *n* борода
blizzard ['blɪzəd] *n* снежная буря, буран, метель
brain [breɪn] *n* мозг
breezy ['bri:zi] *adj* ветреный
bring together *phr v* соединять
bully ['bʊli] *v* запугивать, задирать
bullying ['bʊliŋ] *n* запугивание
button ['bʌt(ə)n] *n* пуговица

Сс

cancer ['kænsə] *n* рак
can't help (doing smth) не мочь не делать что-л.
carcinogen [kɑ:'sɪnədʒ(ə)n] *n* канцероген
casual ['kæʒʊəl] *adj* повседневная одежда, обувь
Celsius ['selsɪəs] по Цельсию
charming ['tʃɑ:mɪŋ] *adj* очаровательный, прелестный
cheat [tʃi:t] *v* обманывать, жульничать
cheating ['tʃi:tɪŋ] *n* обман; нарушение
chemical ['kemɪk(ə)l] *n* химический продукт; химикат
chit-chat ['tʃɪt 'tʃæt] *v* сплетничать
close-knit [kləʊs 'nɪt] **family** сплочённая семья
clothes [kləʊðz] *n* одежда
collar ['kɒlə] *n* воротник
collecting stamps [kə'lektɪŋ 'stæmps] собирать, коллекционировать марки
colour ['kʌlə] *n* цвет; оттенок
communicate [kə'mju:nikeɪt] *v* общаться
communication [kə'mju:nɪ'keɪʃ(ə)n] *n* общение
companionship [kəm'pænjənʃɪp] *n* товарищество
condition [kən'dɪʃ(ə)n] *n* условия
confident ['kɒnfɪd(ə)nt] *adj* уверенный
contain [kən'teɪn] *v* содержать в себе, включать, иметь в своём составе; вмещать

continental [ˌkɒntɪˈnɛnt(ə)l] *adj* континентальный, материковый
contradiction [ˌkɒntrəˈdɪkʃ(ə)n] *n* противоречие, несоответствие
cope with [ˈkəʊp ˌwɪð] *phr v* справляться с (чем-л.)
cord [kɔ:d] *n* шнур
cotton [ˈkɒt(ə)n] *n, adj* хлопок; хлопковый
cross stitching [krɒs ˈstɪtʃɪŋ] *n* вышивка «крестиком»
cry on smb's shoulder [ˈʃəʊldə] жаловаться кому-л.

Dd

damage [ˈdæmɪdʒ] *n* ущерб, убытки, вред
deal with [ˈdi:l ˌwɪð] *phr v* иметь дело с (кем-л.)
deal with smth иметь дело с чем-л.
deliver [dɪˈlɪvə] *v* доставлять
denim [ˈdenɪm] *n, adj* хлопчатобумажная ткань; джинсовый
designer [dɪˈzaɪnə] *n* дизайнер
destroy [dɪˈstrɔɪ] *v* разрушать, рушить, сносить
detail [ˈdi:teɪl] *n* деталь
device [dɪˈvaɪs] *n* устройство
dial [ˈdaɪəl] *v* набирать номер
disagree [ˌdɪsəˈɡri:] *v* не соглашаться
disagreeable [ˌdɪsəˈɡri:əb(ə)l] *adj* неприветливый, хмурый
disagreeing [ˌdɪsəˈɡri:ɪŋ] *adj* несогласный
disappointed [ˌdɪsəˈpɔɪntɪd] **with / in smb / smth** разочарованный
в ком-л. / чём-л.
disastrous [dɪˈzɑ:stɹəs] *adj* бедственный, гибельный
discount [ˈdɪskaʊnt] *n* скидка, дисконт
disease [dɪˈzi:z] *n* болезнь
do badly [ˈbædli] плохо справляться (с чем-л.)
do smb a favour [ˈfeɪvə] оказывать кому-л. услугу
do smb's best делать всё зависящее (от кого-л.)
do smb's homework делать уроки
do the dishes мыть посуду
do the shopping ходить за покупками
do the test писать контрольную работу
drizzle [ˈdrɪz(ə)l] *n* мелкий дождь, изморось
drought [draʊt] *n* засуха; засушливость
drown [draʊn] *v* затоплять, заливать

Ее

eating habits [ˈi:tɪŋˈhæbɪts] *n* привычный рацион
eavesdrop [ˈi:vzdrɒp] *v* подслушивать
(in)efficient [(,m)ɪˈfɪʃ(ə)nt] *adj* (не) эффективный
end up [ˈend ʌp] *phr v* заканчиваться
evaporate [ɪˈvæpəreɪt] *v* испаряться; превращаться в пар
exhibit [ɪɡˈzɪbɪt] *n, v* показ, выставка; выставлать
exhibition [ˌeksɪˈbɪʃ(ə)n] *n* показ, демонстрация
expect [ɪkˈspekt] *v* ожидать, предвидеть
explore [ɪkˈsplɔː] *v* исследовать, изучать
eyelashes [ˈaɪləʃɪz] *n* ресницы

Ff

fad [fæd] *n* прихоть, причуда
fail an exam [ˈfeɪl ən ɪɡˈzæm] *v* провалиться на экзамене
a fair weather [ˈfeə ˈweðə] хорошая, ясная погода
fall [fɔːl] **(go) down** *v* спускаться
fall asleep [ˌfɔːləˈsli:p] *v* заснуть
fall out [ˌfɔːl ˈaʊt] *phr v* ссориться
fit in [fɪt, ɪn] *phr v* подходить к (чему-л.), приспособливаться
fitness [ˈfɪtnəs] *n* выносливость, натренированность
flavouring [ˈfleɪvərɪŋ] *n* приправа; специя
flax [flæks] *n* лён
flood [flʌd] *n* наводнение, потоп
floral [ˈflɔːrəl] *adj* в цветочек
fog [fɒɡ] *n* туман
for [fɔː] = **because** *conj* ввиду того, что
force [fɔːs] *n* сила; водопад
forecast [ˈfɔːkɑːst] *v* предсказывать погоду; *n* прогноз, прогнозирование
forehead [ˈfɒrɪd] *n* лоб
free [friː] *adj* свободный
freeze [friːz] *v* замерзать, обледеневать, покрываться льдом
frost [frɒst] *n* мороз, заморозки
frosty [ˈfrɒsti] *adj* морозный, ледяной, холодный
full of beans [biːnz] живой, энергичный
fur [fɜː] *n, adj* мех; меховой
furthermore [ˌfɜːðəˈmɔː] к тому же, кроме того, более того

Gg

gadget ['gædʒɪt] *n* приспособление, техническая новинка
get along with *phr v* уживаться, ладить
get on well with smb *phr v* ладить с кем-л.
give a warm welcome ['welkəm] тепло, радушно (по)приветствовать
glacier ['glæsiə] *n* ледник
go up (by two degrees) потеплеть (на два градуса)

Hh

habit ['hæbɪt] *n* привычка; пагубная, вредная привычка
hail [heɪl] *n, v* град; сыпаться градом
harmful ['hɑ:mf(ə)l] *adj* вредный, пагубный; губительный
have an exam [ɪg'zæm] держать экзамен
hazel ['heɪz(ə)l] *adj* карие (*глаза*)
healthy ['helθɪ] **diet** здоровое питание, здоровая диета
heat [hi:t] *n* жара, жаркое время года
heatwave ['hi:t,weɪv] *n* период сильной жары
heavy ['hevi] *adj* тяжёлый; сильный; интенсивный; обильный
hobby ['hɒbi] *adj* хобби, увлечение, любимое занятие
hood [hʊd] *n* капюшон
however [haʊ'evə] *adv* однако, тем не менее
humid ['hju:mɪd] *adj* влажный, мокрый, сырой
humidity [hju:'mɪdətɪ] *n* влажность, сырость
hurricane ['hʌrɪkən] *n* ураган; тропический циклон

Ii

ice [aɪs] *n, v* лёд; леденеть
illness ['ɪlnɪs] *n* нездоровье; болезнь, заболевание
immature [ɪmə'tjʊə] *adj* незрелый, неопытный (*человек*)
impact ['ɪmpækt] *n* сильное воздействие; влияние
in addition to this [ɪn ə'dɪʃ(ə)n tə ˌdɪs] в дополнение к чему-либо
influence ['ɪnfluəns] *v* влияние, воздействие
interrupt [ɪntə'rʌpt] *v* перебивать
introduce [ɪntrə'dju:s] *v* знакомить; внедрять, привносить
item ['aɪtəm] *n* отдельный предмет

Ж

jogging [ˈdʒɒɡɪŋ] *n* пробежка, бег трусцой

Кк

kind-hearted [ˌkaɪnd ˈhɑːtɪd] *adj* мягкосердечный, добросердечный, добрый

knitting [ˈnɪtɪŋ] *n* вязание

know [nəʊ] *v* знать

Л

lace [leɪs] *n, adj* кружево; кружевной

lack [læk] (*of*) *n* недостаток; отсутствие (*чего-л.*)

landline [ˈlænd(d)laɪn] *n* телефонная линия (*проводная*)

layer [ˈleɪə] *n* слой, пласт

learn [lɜːn] *v* учить, изучать

leather [ˈleðə] *n, adj* кожа; кожаный

leave smb cold не впечатлить кого-л.

leisure [ˈleɪzə] *n* досуг, свободное время

light [laɪt] *n* свет, дневной свет; освещение

lightning [ˈlaɪtnɪŋ] *n* молния

linen [ˈlɪnɪn] *adj* льняной

lingua franca [ˌlɪŋgwə ˈfræŋkə] *n* язык общения

loose [luːs] *adj* свободный; просторный; широкий

Мм

make an announcement [əˈnaʊnsmənt] сделать объявление

make an appointment [əˈpɔɪntmənt] назначить встречу

make breakfast [ˈbrekfəst] готовить завтрак

make a cake печь торт

make a choice [tʃɔɪs] делать выбор

make difference [ˈdɪfrəns] существенно менять что-л. (*обычно к лучшему*)

make an effort [ˈefət] сделать усилие, попытаться

make friends [ˈmeɪk ˌfrendz] *v* заводить друзей; мириться

make a fuss [fʌs] суетиться, создавать ажиотаж вокруг чего-либо

make a list составлять список
make a mistake [mɪ'steɪk] ошибаться, допускать ошибку
make noise ['nɔɪz] шуметь
make a plan составлять план
make progress ['prɒʊɡres] делать успехи
make a trip путешествовать
make a wish [wɪʃ] загадывать желание
make any sense ['sens] иметь смысл
make up ['meɪk ʌp] *n* макияж
make up one's mind принимать решение, решаться
marine [mə'reɪn] *adj* морской
material [mə'tɪəriəl] *n* материал
means [mi:nz] *n* средство
Mediterranean [ˌmedɪtə'reɪniən] *adj* средиземноморский
melt [melt] *v* таять
meteorologist [ˌmi:tɹə'ɒlədʒɪst] *n* метеоролог
miss (lessons) пропускать (занятия)
misunderstanding [ˌmɪsʌndə'stændɪŋ] *n* недоразумение
moderate ['mɒd(ə)rət] *adj* умеренный
moist [məɪst] *adj* сырой, влажный
moisture ['məɪstʃə] *n* влажность, сырость; влага
moreover [mɔːr'əʊvə] *adv* кроме того
moustache [mə'sta:ʃ] *n* усы
must [mʌst] *n, v* необходимая вещь; должен

Nn

network ['netwɜ:k] *n* сеть
nevertheless [ˌnevəðə'les] *adv* тем не менее, однако, всё-таки

Oo

occur [ə'kɜ:] *v* происходить, случаться
opening times ['ɔ:p(ə)nɪŋ ˌtaɪmz] время начала работы (*музея, магазина*)
option ['ɒpʃ(ə)n] *n* вариант, альтернатива
outfit ['aʊtfɪt] *n* комплект одежды
overcast ['əʊvəkɑ:st] *adj* затянутый облаками; мрачный, хмурый
oversleep [ˌəʊvə'sli:p] *v* просыпаться
overweight ['əʊvəweɪt] *n* избыточный вес

Pr

- pass an exam** [pɑ:s ən ɪg'zæm] сдать экзамен
passionate ['pɑ:ʃ(ə)nət] *adj* страстный
pattern ['pætən] *n* рисунок, узор материи
peer [piə] *n* ровесник; человек, равный по статусу
plain [pleɪn] *adj* однотонный, без рисунка
pocket ['pɒkɪt] *n* карман
poison ['pɔɪz(ə)n] *n* яд, отравка
polar ['pəʊlə] *adj* полярный; полюсный
polka-dot ['pɒlkə ,dɒt] *adj* в горошек
portable ['pɔ:təb(ə)l] *adj* переносной, портативный
pour (with rain) ['pɔ: wɪð 'reɪn] *v* лить как из ведра (*о дожде*)
precipitation [prɪ,sɪpɪ'teɪʃn] *n* выпадение осадков, осадки
preservative [prɪ'zɜ:vətɪv] *n* консервант
pressure ['preʃə] *v* давление
pretty ['prɪti] *adj* симпатичный, миловидный, привлекательный (*обычно о женщине или ребёнке*)
pretty ['prɪti] *adv* довольно, достаточно, в значительной степени

Qq

- quality** ['kwɒləti] *n* качество

Rr

- receive** [rɪ'si:v] *v* получать
recreation [ˌrekri'eɪʃ(ə)n] *n* отдых; восстановление здоровья
recreational [ˌrekri'eɪʃ(ə)n(ə)l] *adj* развлекательный, относящийся к сфере развлечений
(un)reliable [(,ʌn)rɪ'laɪəb(ə)l] *adj* (не) надёжный
rely on [rɪ'laɪ ən] **smb** *v* полагаться на кого-л.
remote [rɪ'məʊt] *adj* дальний, расположенный на расстоянии
replace [rɪ'pleɪs] *v* заменять, замещать, восстанавливать
research / do research [rɪ'sɜ:tʃ] *v* исследовать, изучать; заниматься исследованиями
response [rɪ'spɒns] (**to**) *n* реакция, ответ (на)
responsibility [rɪ'spɒnsə'bɪləti] *n* обязанность
right [raɪt] *n* право

Ss

- scuba diving** ['sku:bə ,daɪvɪŋ] *n* плавание с аквалангом
secure [sɪ'kjʊə] *adj* безопасный, надёжный
selfish ['selfɪʃ] *adj* эгоистичный
selfishness ['selfɪʃnɪs] *n* эгоизм
semiarid [ˌsemi'æɪd] *adj* полусухой
sentimental [ˌsentɪ'ment(ə)l] *adj* сентиментальный, чувствительный
sewing ['səʊɪŋ] *n* шитьё
shortage [ˈʃɔ:(r)tɪdʒ] (**of**) *n* дефицит, недостаток (*чего-л.*)
shower [ˈʃaʊə] *n* ливень, ливневый дождь
silhouette* [ˌsɪlu'et] *n* силуэт
silk [sɪlk] *n, adj* шёлк; шёлковый
since [sɪns] *conj* так как
sit an exam ['sɪt ən ɪg'zæm] сдавать экзамен
sleet [sli:t] *n* дождь со снегом
sleeve [sli:v] *n* рукав
snowboarding ['snəʊbɔ:ɪdɪŋ] *n* сноуборд (*вид спорта*)
source [sɔ:s] *n* источник
spiky ['spaɪkɪ] **hair** причёска «ёжик»
stick together [stɪk tə'geðə] *phr v* держаться вместе
storm [stɔ:m] *n* буря, гроза, ураган
study ['stʌdɪ] *v* изучать (*какой-л. предмет*)
subarctic [ˌsʌb'ɑ:kɪk] *adj* предполярный, субарктический (*о регионе, климате*)
successful [sək'sesf(ə)] *adj* успешный
suffer ['sʌfə] **from** *v* страдать от (*чего-л.*)

Tt

- take an exam** сдавать экзамен
tasteful* ['teɪs(t)f(ə)l] *adj* сделанный со вкусом
tasteless* ['teɪs(t)ləs] *adj* безвкусный, с дурным вкусом
teach [ti:tʃ] *v* учить, обучать, преподавать
team up ['ti:m ,ʌp] *phr v* объединяться
technology [tek'nɒlədʒɪ] *n* технология
thunder ['θʌndə] *n, v* гром; грохотать
toadstool ['təʊdstu:l] *n* поганка (*гриб*)
tornado [tɔ:'neɪdʊ] *n* смерч, торнадо, шквал

tropical ['trɒpɪk(ə)l] *adj* тропический
trustworthy ['trʌs(t) ,wɜ:ðɪ] *adj* надёжный
tundra ['tʌndrə] *n* тундра

Uu

unhealthy [ʌn'helθɪ] *adj* нездоровый; вредный, опасный

Vv

vapour ['veɪpə] *n, v* пар; испаряться
violence ['vaɪələns] *n* жестокость, насилие

Ww

weather the storm ['weðə ðə 'stɔ:m] переждать, перезимовать
what is more (и) что более важно, (и) более того
wildfire ['waɪldfaɪə] *n* природный пожар
wire ['waɪə] *n* провод, телеграф
within reasonable limits [wɪð'in 'ri:z(ə)nəb(ə)l 'lɪmɪts] в разумных пределах
wool [wʊl] *n* шерсть
woolen ['wʊlən] *adj* шерстяной
worthwhile ['wɜ:θ ,waɪl] *adj* стоящий

Yy

yoga ['jəʊgə] *n* йога

Zz

zip [zɪp] *n, v* застежка-молния; застёгивать на молнию

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с русским языком обучения

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Учебный год	Имя и фамилия учащегося	Класс	Состояние учебного пособия при получении	Отметка учащемуся за пользование учебным пособием
20 /				
20 /				
20 /				
20 /				
20 /				

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