

ENGLISH

Student's Book **1**



PHRASAL VERBS

- bring out** – выявлять / выяўляць
count on smb – полагаться на кого-либо / разлічваць на каго-небудзь
dress up – принарядиться / прыбрацца
dwell on – останавлівацца, задерживаться / спыняцца, затрымлівацца
go down – отчаиваться, быть побежденным(ой); тонуть / адчайвацца, быць пераможаным(ай); тануць
hold up – поддерживать; задерживать / падтрымліваць; затрымліваць
keep oneself to oneself – быть сдержанным(ой) / быць стрыманым(ай)
look ahead – смотреть вперед / глядзець наперад
look back – оглянуться / азірнуцца
look for – искать / шукаць
look up to smb – уважать кого-либо; брать пример с кого-либо; равняться на кого-либо / паважаць каго-небудзь; браць прыклад з каго-небудзь; раўнавацца на каго-небудзь
put on – надеть / надзець
rub off on smb – передаться (о личном качестве) / перадацца (пра асабістую якасць)
stand out – выделяться / вылучацца
stand up for smth/smb – отстаивать, бороться за что-либо/кого-либо / адстойваць, змагацца за што-небудзь/каго-небудзь
take after – быть похожим, перенимать черты / быць падобным, пераймаць рысы
take off – снять / зняць
take smth out on smb – вымещать что-нибудь на ком-нибудь / спаганяць што-небудзь на кім-небудзь
talk back to smb – дерзить, возражать / гаварыць дзержкасі, пярэчыць
try on – примерять (об одежде) / прымяраць (пра адзенне)

Get

- get across (to)** – донести мысль, чётко излагать; перейти, перебраться / данесці думку, дакладна выкладаць; перайсці, перабрацца

- get along (with) smb** – ладить, иметь хорошие отношения с кем-либо / ладзіць, мець добрыя адносіны з кім-небудзь
get away with smth – избежать наказания за что-либо; сойти с рук / пазбегнуць пакарання за што-небудзь; сысці з рук
get back – возвращаться, возвращать / вяртацца, вяртаць
get in – приезжать; попадать (о пространстве, ситуации) / прыязджаць; трапляць (пра прастору, сітуацыю)
get through smth – справиться с чем-либо; закончить / справіцца з чым-небудзь; скончыць
get to – прибывать, приезжать куда-либо / прыбываць, прыязджаць куды-небудзь
get together – собраться (вместе) / сабрацца (разам)
get up – вставать, просыпаться; взбираться, карабкаться / уставаць, прачынацца; узбірацца, караскацца

VERBS WITH PREPOSITIONS

- be/look perfect with smth** – идеально сочетаться с чем-нибудь / быць/ідэальна спалучацца з чым-небудзь
blame smb for smth – винить кого-либо за что-либо / вінаваціць каго-небудзь за што-небудзь
care about smth/smb – беспокоиться, заботиться о чем-либо или ком-либо / турбавацца, клапаціцца пра што-небудзь ці каго-небудзь
combine (well) with – сочетаться / спалучацца
come to an agreement – прийти к согласию / прыйсці да згоды
fall in love – влюбиться / закахацца
fall out of love – разлюбить / перастаць кахаць
go over the top – перегибать палку / перагінаць палку
pair/work (well) with – сочетаться (о 2 вещах) / спалучацца (пра 2 рэчы)
pick on – придирается, дразнить, докучать / прыдзірацца, дражніць, дакучаць
play by rules – подчиняться; играть по правилам / падпарадкоўвацца; гуляць па правілах
plead with – умолять / маліць
see eye to eye on smth – сходиться во мнении / сыходзіцца ў меркаванні
stand for oneself – постоять за себя / пастаяць за сябе
think outside the box – мыслить нестандартно / думаць нестандартна

LINKING WORDS

Addition

what's more/moreover/furthermore – более того / больш за тое
besides – кроме того / акрамя таго
as well as – также как / таксама як
not only ... but also – не только ..., но и / не толькі ..., але і
in addition – в дополнение / у дадатак
on the one hand/side – с одной стороны / з аднаго боку
although/though – хотя / хоць

Contrast

however – однако / аднак
in spite of/despite – несмотря на / нягледзячы на
in spite of/despite the fact that – несмотря на тот факт, что /
нягледзячы на той факт, што
still – однако / аднак
from another point of view – с другой точки зрения / з іншага
пункту гледжанья
on the other hand/side – с другой стороны / з іншага боку

SPEAKING PHRASES

Asking for advice

What do you think I should do? – Что, по-вашему, я должен(на)
делать? / Што, на вашу думку, я павінен(на) рабіць?
What do you think about...? – Что вы думаете о...? / Што
вы думаеце пра...?
Can you give me some advice? – Можете ли вы дать мне
совет? / Ці можаце вы даць мне параду?
What do you suggest? – Что вы предлагаете? / Што вы
прапануеце?
What would you do in my place? – Что бы вы сделали на
моем месте? / Што б вы зрабілі на маім месцы?

Giving advice

If I were in your shoes, I'd... – Если бы я был(а) на твоём
месте, я бы... / Калі б я быў(ла) на тваім месцы, я б...

If I were you, I would / wouldn't... – Если бы я был(а)
на вашем месте, я бы сделал(а)/не сделал(а)... /
Калі б я быў(ла) на вашым месцы, я б зрабіў(ла)/не
зрабіў(ла)...

The first thing you should do is... – Первое, что вы должны
сделать, это... / Першае, што вы павінны зрабіць, гэта...

Why don't you...? – Почему бы вам не...? / Чаму б вам не...?

You could always... – Вы всегда можете... / Вы заўсёды
можаце...

You should / ought to... – Тебе следует... / Табе варта...

Have you thought about...? – Ты думал(а) насчет... ? /
Ты думаў(ла) наконт... ?

Accepting advice

That's really helpful. – Это очень полезно. / Гэта вельмі
карысна.

Good idea! – Хорошая идея! / Добрая ідэя!

I didn't think of that! – Я об этом не подумал(а)! / Я пра
гэта не падумаў(ла)!

I suppose you're right. – Полагаю, вы правы. / Мяркую, вы
маеце рацыю.

Absolutely. / Right. / Good point. – Абсолютно./Верно./
Хорошая мысль. / Абсалютна./Дакладна./Добрая думка.

Refusing advice

I'm not sure about that. – Я не уверен(а) в этом. / Я не
ўпэўнены(а) ў гэтым.

I'd rather not. – Я бы не хотел(а). / Я б не хацеў(ла).

I see what you mean, but... – Я понимаю, что вы имеете в
виду, но... / Я разумею, што вы маеце на ўвазе, але...

I think/don't think you should... – Я думаю/не думаю, что
вам следует... / Я думаю/не думаю, што вам трэба...

I don't think I could..., actually. – Я не думаю, что я мог(ла) бы
..., вообще-то. / Я не думаю, што я мог (магла) б ..., наогул.

I see your point, but don't you think that...? – Я вас понимаю,
но не думаете ли вы, что...? / Я вас разумею, але ці не
думаеце вы, што...?

АНГЛИЙСКИЙ ЯЗЫК

АНГЛІЙСКАЯ МОВА

Учебное пособие для **9** класса
учреждений общего среднего образования
с белорусским и русским языками обучения
(повышенный уровень)

В двух частях

Часть 1

Допущено

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Условные обозначения / Умоўныя абзначэнні



Use the Internet



Write



Progress check



Grammar



Moving activity



Play the game



Listen

Project ▶

Project time



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1 UNIT

FAMILY

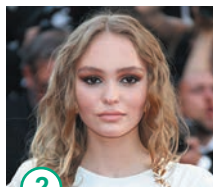
Lesson 1. My family

Communicative area	speaking about family relationships
Active vocabulary	the head of the family, to take after, to see eye to eye on smth, close-knit, caring, easy-going, to be like chalk and cheese, to keep oneself to oneself, to count on smb
Grammar revision	Present tenses

1. a. Look at the photos. What do all of these people have in common? Check the answer on page 39.



1



2



3





4

b. Is it possible to understand what family people come from judging by their appearance?

2. a. Look at the photos on page 5. What kind of relationship do people in the photos have? What makes you think so?



b.   Listen to people being interviewed about their families. Match the speakers to the photos of their families in ex. 2a.

c.   Complete the sentences from the interviews with the words from the box in the correct form. Listen again and check.



be like chalk and cheese – be completely different from each other;

caring – kind and supportive to others;

count on – be confident that you can depend on someone;

close-knit – having friendly interest in each other's activities and problems, supporting and helping each other;

easy-going – relaxed and happy to accept things without worrying or getting angry;

the head of the family – usually the eldest person in the family, especially one who earns money or makes decisions for the rest of the family;

keep oneself to oneself – spend a lot of time alone, not talking to other people very much;

see eye to eye on something – agree with someone about something;

take after – to look or behave like an older relative


1. My sister and I used to be really close when we were kids, but now we don't ... many things. 2. I come from a small, ... family. 3. My mum is ... , she always makes sure that I had my breakfast and I put on warm clothes. 4. She is also really ... –


we often have fun together, she lets me dye my hair and we go to rock concerts together. 5. They ... – you would never believe they are related if you didn't know that. 6. Granny ..., so you never know what's on her mind, however, she's the most reliable person I know – I can always ... her.

d. Complete the gaps using the vocabulary from ex. 2c.

1. I ... my mum – we both have straight blond hair and dark blue eyes. 2. My brother and I ... – he is sociable and has lots of friends, on the other hand, I am quite reserved and prefer to 3. Even if my parents and I don't ... , I know that I can ... them, and they will always be there for me. 4. My grandfather is ... – he makes all the important decisions and he supports all of us. 5. My uncle is not the most ... person – he always worries about all kinds of things, which gets on my nerves. 6. I believe that people who come from ... families are far more confident and happier than those who come from broken homes. 7. I think that over ... parents sometimes forget to give children enough space to make their own mistakes and learn from them.

e. Change the sentences to make them true for you. Discuss your ideas with a partner. How much do you have in common?

3.  **Moving activity “Likewise”.**

4. a.  **Read the extracts from the interview. Match the underlined verb forms with their functions.**

1. ...he <u>works</u> as a manager of a paper company.	a) an event that happened once or several times during a period of time up to now;
2. ...dad <u>has</u> always <u>supported</u> my love for running...	b) when the agent is unknown, unimportant, or obvious from the context;
3. I'm <u>preparing</u> for the national running competition...	c) an action that started in the past and continue up to now;

4. ...we are often told that we look like sisters.

d) regular, repeated actions or states;

5. She has been running her own business for 25 years...

e) an event that is happening now.

b.   Complete the rule. Check the rule in the Grammar reference.



We use	Formula	To talk about
Present Simple	$V_1 / V + (e)s$	<ul style="list-style-type: none"> • ... • future timetables; • if-clauses in Conditionals 0 and I;
Present Continuous	am / is / are V + ing	<ul style="list-style-type: none"> • ... • an arrangement for the future;
Present Perfect	have / has V_3	<ul style="list-style-type: none"> • ... • an event that has happened at an unstated time in the past and has an important result in the present time;
Present Perfect Continuous	have / has been V + ing	<ul style="list-style-type: none"> • ... • an unfinished action in the past;
Present Simple Passive	am / is / are V_3	<ul style="list-style-type: none"> • ...

c. Complete the sentences using the verbs in brackets in the correct tense form.

I (1. belong) ... to a family of doctors. My parents met when they studied medicine at university. They (2. be) ... married for 22 years. My dad is the chief of medicine of the local hospital. He (3. work) ... there since we moved to the city. He (4. manage) ... hospital budgets, (5. hire) ... and (6. train) staff and (7. ensure) ... that patients (8. care) ... for. My mum is a psychiatrist, she (9. diagnose) ... and (10. treat) ... patients with mental, emotional, and behavioural disorders. My elder brother is in his second year at university. He (11. study) ... to be a doctor, but his patients will be animals – he is going to become a vet.

My dad is the head of the family – you can always count on him if you need advice or if you're having hard times. He is patient, organised, and caring. He (12. support) ... my mother since she decided to leave the hospital and start her own practice. I (13. take) ... after my mum, both of us are easy-going and sociable. My brother, on the contrary, (14. prefer) ... to keep himself to himself.

We (15. organise) ... a surprise party this weekend to celebrate dad's birthday. We (16. not see) ... eye to eye on the arrangements because mum (17. want) ... to have a huge party and invite everyone I know whereas my brother and I believe dad would prefer something low-key, such as family dinner and playing our favourite board games.

d.  Write a similar text about your family (120 words).

Lesson 2. Birth order

Communicative area	discussing how birth order affects personality
Active vocabulary	ambitious, firstborn, to get away with smth, a high achiever, manipulative, neglected, nurturing, a peer, to rub off on smb, uptight
Grammar revision	collective nouns

1. a. Look at the picture. How does the boy on the left feel? Why do you think so?

The moment he realised he was now the middle child.



b. Do you have any brothers or sisters? Do you get on well?

2. a. Read the article about birth order. Complete the headlines with the words from the box.

relaxed ♦ peacemakers ♦ smarter ♦ leaders ♦ creative ♦
lonely ♦ only

What your birth order really reveals about you

Birth order has a great influence on child development, specifically because parents tend to raise each child differently – which can be both good and bad, read on to see if it stands true for you.

Eldest children are (1. ...). Eldest children tend to be **ambitious**, driven leaders. “The **firstborn** gets a lot of focus and attention as there are no other children for distraction,” says child and family therapist Meri Wallace, author of *Birth Order Blues*. Plus, parents often task firstborns with helping with younger children and chores, which develops their leadership role. “Mum will say ‘I have to take a shower, go watch the baby for a while,’ so the firstborn knows how to be responsible and **nurturing**.”

Older children are (2. ...). Much research shows that oldest children tend to have higher IQs because parents provide more mental stimulation to their firstborn. Older children develop more analytic and conceptual thinking skills. But the downside of this attention is that firstborns can become perfectionists, and then worry that if they don’t get things perfect, they’re not valuable or lovable.

Middle children are (3. ...). “The parents are very busy with the older child, who is either going on their first sleepover or

starting high school or going on the first date,” Wallace says. Because everything the middle child is doing the eldest child has done before, they may feel lost. “The middle child doesn’t have a clear identity,” Wallace says. Having to find their own niche can often lead the middle child to become more creative.

Middle children are good (4. ...). Children born in the middle often stop their brothers and sisters from arguing. A surprising fact: 52 per cent of the United States presidents, including Abraham Lincoln and John F. Kennedy, were middle kids. “The middle child tends to know how to get along with people and calm a situation down” Wallace says.

Youngest children are often (5. ...). We think the baby of the family has a special place in their parents’ hearts, but in fact, they can often end up feeling left out. “Young children do not understand the differences between them and the older kids, and so the youngest child can feel unwanted and **neglected**. The youngest can be cute because of ‘forever being the baby,’ but **manipulative** because family don’t take the youngest seriously,” Dr Campbell says.

Youngest children are more (6. ...)

Because parents are unpractised with their eldest, they tend to be **uptight** with them, a trait that can **rub off on** the child. “The parents feel more easy-going, and so the youngest tend to be more relaxed kids.” Plus, because the parents’ attention is divided, the youngest child tends to **get away with** more. As a result of their easygoing nature, youngest children are often charming and humorous.

(7. ...) children act like both an eldest and youngest. The only child in a family gets all of their parents’ attention – which has its pros and cons. “You’re the firstborn and the last-born, so you have a mixture of experiences,” Wallace says. So while you might be a **high achiever**, you are also babied like the youngest would be. Although the lack of brothers and sisters may cause them to have lower social skills in kindergarten, according to research, by fifth grade, they are at the same level as their **peers**. And contrary to popular thinking, analysis shows onlies aren’t lonely, and the attention they get from their parents often leads them to be successful.

adapted from rd.com

b. Match the words in bold in the text to their meanings.



- a) having a strong wish to be successful, powerful, or rich;
- b) the first child of a set of parents;
- c) to escape punishment when you do something wrong;
- d) a person who achieves more than the average person;
- e) clever at controlling or deceiving people to get what you want;
- f) not receiving enough care or attention;
- g) caring and protecting, especially in relation to younger children;
- h) a person who is the same age or has the same social position or the same abilities as other people in a group;
- i) become part of someone because that person has been in a place where it was present;
- j) worried or nervous and not able to relax.

c. Complete the sentences using the words in bold from the text.

1. As an only child I never ... things, that is how I learnt to be responsible for what I do. 2. My parents are quite I wish they were more easy-going.

3. As the head of the family my dad is really ... – he wants us all to get the best of the life. 4. My mum takes after my grandad – both of them are easy-going and charming. His great sense of humour also ... her. 5. My parents were quite young when they got married. I was their ... , and they had no idea how to raise a child. 6. My uncle is a younger child, and it shows as he is the most ... person I know. He can make anyone do what he wants. 7. I believe my elder sister would make a perfect mother – she is so caring and ...; all my childhood she showered me with her love. 8. My parents spend most of their time at work, so I sometimes feel However, I know I can always count on them if I need any help. 9. In comparison to their male ... who are often lazy, teenage girls are usually

d. Which sentences from ex. 2c are true for you? Explain your ideas to your partner.

3.   Moving activity “Find someone who”.

4. a. Look at the sentence from the article. Why do you think the word **family** takes plural verb **don't take**?

The youngest can be cute because of “forever being the baby,” but manipulative because family don't take the youngest seriously,

Dr Campbell

b.   Read the rule and check your ideas. Read more in the Grammar reference.



A collective noun refers to a collection of individuals, usually people, such as: *a family, a team, a committee, an audience, a class, a board, police, an army, etc.*

Each of the collective nouns is a single object, but it consists of more than one individual, that is why collective nouns take single verb if you see the noun as a group of people:

The family next door is very friendly.

If you see a collective noun as individuals acting independently, the noun takes a plural verb:


My family are always arguing about silly things.

Note: collective nouns people and police always used with plural verbs.

The police have found my brother's bicycle which was stolen last week.

c. Decide whether the collective noun requires a singular or a plural verb in the following sentences.

1. My family (don't / doesn't) see eye to eye on business issues. 2. My brother's football team (hope / hopes) to win in semi-finals. 3. Martin's family (plan / plans) to go on holiday to Montenegro this summer. 4. The police (are / is) investigating the disappearance of the baby. 5. My sister's class (is / are) going on a field trip next term. 6. The school's board (have / has) decided to introduce a uniform.

5. a.   Listen to people talking about their position in the family. Match the speakers with their birth order.

1. Speaker 1;	a) firstborn;
2. Speaker 2;	b) the youngest child;
3. Speaker 3.	c) the only child.

b. In pairs decide which of the speakers said the following and why they mentioned it.

Take after; neglected; close-knit; a bad rep; see eye to eye; peers; easy-going; a spoiled child; uptight.

c.   Listen again and check.

d. Tell your partner about your position in the family.

LESSON 3. Generations

Communicative area	discussing differences between people of different ages
Active vocabulary	generation, generation gap
Grammar revision	Past tenses

1. Read the quote. Why do you think Mark Twain changed his opinion of his father?

When I was a boy of 14, my father was so ignorant, I could hardly stand to have the old man around. But when I got to be 21, I was astonished at how much the old man had learnt in seven years.

Mark Twain

2. a. Read about The Strauss–Howe theory. What aspects of life does it affect?

The topic of “generations” (people of the same age within a society or a particular family) has been covered in different contexts – education, employment, culture and economy, but why is it so important to discuss?

Generational theory was created by two authors, William Strauss and Neil Howe, to describe the history of the USA. They believed that analysing and documenting differences between different generations is a way to understand how different world events interact with life cycle and shape people’s views. However, today the generational categories developed by the scientists are used by journalists, advertisers, HR¹ specialists and public to understand the personality traits, views and values specific to people born at certain periods of time.

b.   Listen to a podcast about generational theory. Match the generation labels to the time periods of their birth.

1. 1946–1965;	a) Generation Y;
2. 1966–1979;	b) Baby boomers;
3. 1980–1994;	c) Generation Alpha;
4. 1995–2012;	d) Generation X;
5. 2013–2025.	e) Generation Z.

c. What personality traits do the generations have according to the speaker? Complete the table.


Generation	Description
...	...

d.   Listen again and check.

e.   Moving activity “What generation are they?”

¹ HR (human resources) – people responsible for finding new employees for their organisation or company

f. What generations do people in your family belong to? Tell your partner whether the description of their generations is true for them.

3. a.  Read the extracts from the podcast. Match the underlined verb forms with their functions.

1. ...parents, who <u>were hardened</u> because of the Great Depression and the war.	a) a finished action in the past (the time is stated or clear from the context);
2. They <u>grew</u> with minimal adult supervision...	b) it is not important or known who did the action;
3. ... Millennials or Digital natives, <u>were born</u> between the early 1980s and the early 2000s.	c) two or more actions in progress happening at the same time in the past;
4. They <u>were growing up</u> while all the major technologies were being developed.	d) the reasons for the past situation.

b.   Complete the rule on pages 15–16. Check the rule in the Grammar reference.



We use	Formula	To talk about
Past Simple	V_{ed} / V_2	<ul style="list-style-type: none"> • ... • a chain of chronological events; • an action in progress at a definite time in the past;
Past Continuous	was / were $V + ing$	<ul style="list-style-type: none"> • an action in progress in the past that was interrupted by another action; • ... • an action that finished by a certain time in the past;
Past Perfect	had V_3	<ul style="list-style-type: none"> • an earlier action when the events are given not in the chronological order ...

We use	Formula	To talk about
Past Simple Passive	was / were V ₃	• ...

c. Complete the sentences using the verbs in brackets in the correct tense form.

1. As Claire (dust) ... the furniture, she (break) ... her mum's vase. 2. When (they / visit) ... you last time? 3. The parents (give) ... a tour of the school by the Director of Studies. 4. My sister (never be) ... to the circus before last week. 5. My cousin and I (sit) ... at a park bench when we (hear) ... a thunder. 6. By the time we (get) ... to the theatre, the play (already start)

4. a. Look at the photo. What problem does it illustrate?



b. Read what a family counsellor says about this problem and possible ways to bridge it.

Since time is never stopping, changes are inevitable, which often leads to conflicts between people who belong to different generations. The problem of the lack of communication and misunderstandings between two generations is called a generation gap. Here are a few tips to help fill the gap between parents and children.

1. Communicate. What seems to be the easiest way to solve the problem becomes the hardest part to get to. Work overload, tons of homework, tiredness are the things that keep you away from the most important people in your life. Making time to communicate within the family is crucial to establishing understanding between parents and children.

2. Listen. No matter how simple it sounds, listening plays a major role in building up a healthy relationship. Knowing that you will be heard instead of being interrupted or lectured makes you feel you are important and respected by the other side of the conflict.

3. Understand. Without understanding what you are listening to, a conversation makes no sense. Try to put yourself in other person's shoes – Why did they do what they did? How did they feel? What do they want to hear from you? Learning to listen and understand what you hear makes you one step closer to bridging the gap.

4. Compromise. Banal as it is, compromising instead of dictating your rules whenever possible is the key to success. That doesn't mean parents should let their children get away with everything, but giving them freedom within reason and supporting them while they are making their first life choices is what will help children become confident and independent adults.

c. Have you ever experienced generation gap in your family? How did you solve the problem? Tell your partner.

LESSON 4. Advice needed

Communicative area

asking for and giving advice

Active vocabulary

asking for / giving / accepting / refusing advice



1. Discuss the questions with a partner.

1. What do you think the name of the lesson mean?
2. Who do you usually turn to if you need a shoulder to cry on?



3. When was the last time you asked somebody for support and advice?

4. Has anyone ever asked you for a piece of advice? What did you say?

2. a. What kind of problems can teenagers ask advice for?

b.   Listen to the conversations. Were any of the problems you discussed in ex. 2a. mentioned?

c.   Listen again. What advice are they given? Did they accept it?

d.   Tick the phrases you heard in ex. 2b. Listen and check.

- | | |
|---|--|
| 1. I'm not sure about that. | 9. I'd rather not. |
| 2. What do you think I should do? | 10. I see what you mean, but... |
| 3. I think / don't think you should... | 11. That's really helpful. |
| 4. Good idea! | 12. Can you give me some advice? |
| 5. I didn't think of that! | 13. What are you suggesting? |
| 6. What would you do if you were in my shoes? | 14. If I were you, I would / wouldn't... |
| 7. The first thing you should do is... | 15. I don't think I could..., actually. |
| 8. Why don't you...? | 16. I suppose you're right. |

e. Which of the phrases in ex. 2c. are used to: ask for advice; give advice; accept advice; refuse advice?

f.   Listen and check. Repeat the phrases after the speaker.

3.   Moving activity "Giving advice".

4. a. Complete the dialogue with one or two words from ex. 2f.

Zach: Hey! Why are you so upset?

Mae: My dad won't let me join the band. I have always wanted to be a guitar player, I've saved money to buy a guitar, I practised every spare minute every day of my life, and now,

when I am finally invited to become a part of a really famous band in our town, he simply says no.

Zach: I'm sorry, Mae, it must feel horrible.

Mae: It does! What do you think I (1. ...)?

Zach: If I (2. ...) you, I would try to find out the reasons he said no. There must be something he is worried about.


Mae: I'm not (3. ...) about that. I've already tried, and he only became angrier and told me to never talk about that again.

Zach: Well, in that case, (4. ...) you ask your mum to do that, instead? He may see you as his child, but she is also a parent, and I'm sure she can find a way to make him talk about his feelings.

Mae: I (5. ...) you're right, I (6. ...) of that! Thanks, Zach!

Zach: No worries.



b.  Listen and check. Do you agree with the advice they are given?

c.  Work in pairs. Practise asking and giving advice.

5. a. Think of a problem you don't know how to deal with. Get ready to talk about it.

b. Work in small groups. Listen to other people's problems and offer some advice.

c. What was the best piece of advice you got? Tell the class.

LESSON 5. POS

Communicative area	talking about privacy in a family
Active vocabulary	to blame smb for smth, to come to an agreement, concerned, to develop trust, member, to obey / play by rules, to violate privacy, compromising

1. a. Look at the text messages. What do the underlined parts stand for? Check the answer on page 39.



Today 05:49



RU gonna go 2 the party 2nite?



Can't talk now. POS

Read 05:56

b. Discuss the question in groups. How much do you have in common?

Which of these do you prefer to communicate with your peers: social networks, chatting on the phone, meeting face to face? Why?

2. a.   Listen to the introduction to a talk show. What are they discussing in today's programme?

b.   Listen to the callers and the expert giving advice. Were any problems you discussed mentioned?

c. Work in pairs. Try to remember if it was the **parent (P)** or the **child (C)** or **expert (E)** who said the following. Why did they mention these?

Example: becoming an adult – Ruby mentioned becoming an adult because parents might feel worried when they lose control over their children.

Personal messages;
a family friend;
respected and trusted;
realistic rules;

keep myself to myself;
feel in control;
the increase of screen time;
personal possessions.

d.   Listen again and check.

e. Look at the extracts from the show. Match the underlined parts with their meanings.



<p>1. I feel like my <u>privacy is being violated</u>.</p>	<p>a) to behave according to a rule;</p>
<p>2. What's more, <u>they blame me for that</u>, saying that if I didn't keep myself to myself, they wouldn't have to do that.</p>	<p>b) they use their force or power to learn about my personal matters or secrets;</p>
<p>3. I believe that each family <u>member</u> deserves to be respected and trusted.</p>	<p>c) to make a decision between two or more people to follow the same rules;</p>
<p>4. It's a matter of <u>trust that you and your parents need to develop</u>.</p>	<p>d) a person or thing that is part of a group (a family, a club, etc.);</p>
<p>5. Perhaps another trusted family member or a family friend could help you <u>come to an agreement</u> on this.</p>	<p>e) worried;</p>
<p>6. The more he uses it, the more I am <u>concerned</u> about the increase of screen time.</p>	<p>f) to build up a relationship in which you believe the other person to be honest, safe, and reliable;</p>
<p>7. When he was younger, he used to <u>obey your rules</u> without questioning them, and that what made you feel in control. Teenagers are more likely to <u>play by the rules</u> they helped formulate themselves.</p>	<p>g) they say or think that I did something wrong or am responsible for something bad happening.</p>

f. Complete the sentences to make them true for you. Share your ideas with a partner.

1. I feel like my privacy is being violated when 2. I blame ... for 3. I am concerned about 4. I agree to obey/play by rules if 5. The member of my family I need to develop trust with is ..., because 6. My parents and I came to an agreement about

3.   **Moving activity “Buzz”.**

4. a.   **Listen to the conversation between a parent and a child. Do they come to an agreement?**

b.   **Listen again. Note down any phrases that are used to suggest ideas / object / agree / compromise. Add them to the chart.**

Suggesting ideas	Agreeing
<ul style="list-style-type: none"> • What do you think about (V + ing)? • You could always... 	<ul style="list-style-type: none"> • I completely agree. • Absolutely. / Right. / Good point.
Disagreeing	Compromising
<ul style="list-style-type: none"> • I see your point, but don't you think that...? • Absolutely not! 	<ul style="list-style-type: none"> • If you agree to ..., I'll... • I'm ready to agree if...

5. a.  **Work in pairs (see Photocopiable materials).**

b. **Discuss your problem, try to reach a compromise.**

c. **Role-play your dialogue in front of the class. Whose compromise was the fairest?**

LESSON 6. Agony Aunt: a family crisis

Communicative area

writing an informal letter giving advice

Active vocabulary

abusive, boundaries, to go over the top, to let smth get to you, upbringing, suppress, trigger

1. Do you ever find it difficult to ask people you know for help or advice? Why? What do you do then?

2. a. Read the article written by a woman who has been working as an Agony Aunt for more than ten years. What do people ask advice about?

Annalisa Barbieri: in 10 years as an Agony Aunt, this is what you've asked most

Ten autumns ago, I started writing the Guardian's advice column. I had a thick folder that I couldn't ignore, labelled: Mum love gone bad. This is the most popular question, and it scares me. (Sure, there are letters saying people hate their father, but mothers are number one.)



Maybe you were neglected as a child, maybe your mother was a controlling one or even an **abusive** one. You grew up thinking your childhood was normal, because you didn't know any different. Then you get to your "safe place": you're in the job you always wanted, in a good relationship, maybe have children. And this **triggers** something, and you start to wonder: was my **upbringing** normal?

The very person you should be talking with here is the very person who doesn't, or maybe can't listen. My readers' letters show that these mothers only like to transmit, not receive. Let's face it, if they could, they wouldn't be writing those letters.

You could try. I have seen people try: they ask questions around their own mother's upbringing, which can provide ideas

as to where things went wrong. With a really extraordinary mother, someone who can do work on herself, solution can be found with time and talk. But often, sadly, it can't. So then what?

Talking to a neutral person can help with this. You can try to discover what behaviours you can control. But then you have to remember the golden rule: you will never change your mother, and you can't control how she behaves. The word I find myself writing most often in talking about this subject is “**boundaries**”. Build some, reinforce them, keep to them. Your mother made her choices, now you must make yours.

adapted from theguardian.com

b. Read one of the letters to Angela. What is the reader's problem?



Dear Agony Aunt,

I love my mother most of the time, but sometimes I hate her. She has always been critical of me (about my hair, my clothes, the way I do things). My brother, however, always got away with everything he did, no matter how badly he failed.

My mum is in her late 70s, and unlikely to change. I try to **suppress** my anger, keep quiet and change the subject. I call and visit often, as I have to help her with legal and financial affairs; my brother lives abroad, and he isn't concerned about any of that. Mum lives in a different part of the country from me, and it's not practical to go just for the day, so I stay for a few days and if I don't do things the way she wants, there is an explosion. She then seems to recognise that she **has gone over the top** and sends sweet emails a day or two later about how helpful I am.

What I need is to find a way of not **letting it get to me** as badly as it does. All I hope is that her personality will not rub off on me.

Many thanks,
Pam

c. Find the words in the ex. 2a, b that mean:



- a) using rude words to hurt other people;
- b) the way in which you are treated and educated when young, especially by your parents;
- c) the limit of what someone considers to be acceptable behaviour;
- d) to stop yourself from having or expressing a feeling or an emotion;
- e) do something in a wild, excited or extreme way;
- f) when something bothers you, worries you, frustrates you, angers you;
- g) to make somebody feel upset by reminding them of a bad experience.

d.  Moving activity “Matching questions”.

3. a. Read Angela’s response. Complete it with the words from the box in the correct form. Do you agree with her advice? Why (not)?

abusive ♦ boundaries ♦ go over the top ♦ let something get to you ♦ upbringing ♦ suppress ♦ trigger

Dear Pam,

¹First of all, thank you for writing me this letter. I am sorry to hear about the problems you are dealing with. The way you describe your mother, the love and hate, is, as psychologist and psychoanalyst Prof Alessandra Lemma said, can be “completely normal” and yet it’s extremely difficult to cope with.

²No wonder every memory of your mother (1. ...) you so much. It must be exhausting to see her that (2. ...) even when you’re not with her. You shouldn’t (3. ...) you. Here’s what I think you should do: have a second look at how and where you set the (4. ...). Are you taking on too much? Do you need to go that often if these visits leave you feeling that bad? Can your brother help in any way?

³Perhaps, reconsider your idea that “it’s never worth arguing with her”. I am imagining that your (5. ...) was quite strict and once you learnt that it is less painful not to argue with her, you stopped disagreeing. But, as you say, you (6. ...) your anger; where do you think that goes?

⁴It’s good that your mum does try to repair things. It would be a good idea to try – maybe over an email in response to hers – saying something such as, “Why do you (7. ...) every time I try to do things my way? I come to help you, but I don’t like it when you speak to me like this, please stop.”

⁵Your mother isn’t young, but late 70s isn’t old, either. It might be worth trying to explain, at least once, how you feel, maybe even saying that if she only wants to do things her way, she should do them herself.

⁶I hope you will find my advice useful.

Best wishes,

Angela

adapted from theguardian.com

b. Look at Angela’s letter in ex. 3a. again. In which paragraph did she...

1. thank for letter / express understanding of problem?
2. make suggestions and provided reasons for that?
3. give her closing remarks?

c. Complete the writing tip using highlighted parts of Angela’s letter in ex. 3a.

Writing a letter giving advice

Introduction ——— 1.

*I just got your letters and I think I can help you
I was sorry to hear about your problem.*

Main body (at least 2–3 paragraphs) ——— 2.
————— 3.
————— 4.

*Why don’t you ...
What you should do is ...*

Final paragraph — 5.

*Hope this has helped.
Let me know what happens.*

Closing — 6.

Name

d. Read a letter giving advice. Find and correct any structural mistakes that the writer made. Check the answer on page 39.

Dear Zach,

1.Maybe I can give you some advice and things will get better soon.

2.Hope my advice works. Let me know what happens.

3.Your first problem is about your weight. The first thing you should do is stop blaming yourself for eating. You are growing up, and you need these calories, because your body consumes a lot of energy. Nevertheless, you should follow a healthy diet. I also suggest that you could try doing some healthy exercises, such as yoga or pilates. It is a good way to keep fit and healthy. If you keep on doing these, I'm sure you will become slimmer and healthier. As for the problem with your English, why don't you listen to English songs and watch TV programmes in English? Your last problem is about your relationships with your parents. What you should do is try to talk to them and come to an agreement. If you agree to play by their rules, I promise, they will be less uptight. I also suggest that you should set some boundaries – they mustn't violate your privacy.

Kate

4. a. Read another letter to Agony Aunt. Have you ever dealt with the same problem?



Dear Agony Aunt,

I'm writing to you to ask for advice about my relationship with my younger sister.

I must say that I come from a close-knit family. All members of our family, except for my sister, are friendly, caring and reliable. However, my sister has grown up to be a manipulative monster who gets away with anything she does.

We have a big age gap – I am fourteen years older than she is. She was born a year after my parents started their own business and I felt she was a bit neglected back then. That is why I tried to create a nurturing environment for her, so that she knew she had someone to count on. Unfortunately, no matter how hard I tried we didn't manage to develop trust, and we don't see eye to eye on anything. Almost every conversation ends up in a fight. I watch her growing up more and more aggressive and what frightens me is that it might rub off on our baby sister.

I hope to hear from you soon.

Yours truly,

Fiona

b. Work in groups, discuss what you would advise the person who wrote the letter in ex. 4a.

c.  **Write a reply to the letter in ex. 4a. Use the writing tip in ex. 3c.**

LESSON 7. The black sheep of the family

Communicative area	talking about being different from your family members
Active vocabulary	to appreciate; background; to look up to smb; outcast; to stand out; to stand up for smb / smth; to think outside the box

1. Look at the comic on page 29. Discuss it in pairs.

1. What does **the black sheep of the family** mean?
2. Do you think there are any advantages of being one?



Sometimes being the black sheep has its advantages

2. a. Do you have any family photos similar to that? Would you share them with other people? Why (not)?

b. Read a post. Which person in the photo is it about?



I never thought I would post this photo, but here it is. That's right, that's me you're looking at. How do I know? Because I definitely **stand out**. Still not sure we're talking about the same person? Alright, then. I am the boy on the left, wearing a spiky choker, a punky leather vest, checkered trousers and army boots covered in chains. And a Mohawk¹, if you haven't noticed before. So, why am I posting it today? Believe it or not, but I'm actually doing that to pay tribute to my childhood and share the lessons I learnt being the black sheep of the family.

I come from a traditional family, with a strict father as the head of the family, a caring mother who showered us with love and attention and two brothers and a baby sister. My parents have never crossed any personal boundaries or disrespected me

¹ **Mohawk** [ˈməʊhɔːk] – прокез / іракез

in any way, but they have never tried to develop trust between us. They just thought that I being the firstborn child would obey their rules and live up to their expectations. Please don't get me wrong, I don't blame them for that, I just think they didn't really know what to do with me, my brothers and sister's upbringing was quite different from mine.

I've been recently consulting a family therapist about another issue and what I've learnt about myself is that being an **outcast** taught me some really important lessons.

First of all, as I didn't feel I belong to my family, I learnt how to be sociable and make new friends easily. Secondly, I built up my confidence as I was constantly experimenting with my style and learnt **to stand up for myself** no matter what I wore or did. And the last, but not the least, I learnt **to think outside the box** by always trying to do the opposite from what my family did.

So today I want to say that I **appreciate** my **background** and the kind of person I have become. I hope I will be the person my children will **look up to** and be proud of.

Let me know in the comment section below if you have ever experienced being the black sheep of the family.

c. Match the words in bold in the post to their meanings.



- a) to recognise how good someone or something is and to value him, her, or it;
- b) your family and your experience of education, living conditions, money, etc.;
- c) to admire and respect someone;
- d) a person who has no place in their society or in a particular group, because the society or group refuses to accept them;
- e) to be very noticeable;
- f) to defend or support someone or something;
- g) to think imaginatively using new ideas instead of traditional or expected ideas.

d. Read the comments to the post. Complete them with the words from the box in their correct form.

abusive ♦ appreciate ♦ background ♦ be like chalk and cheese
 ♦ count on ♦ develop ♦ gap ♦ get away ♦ go over the top ♦
 keep oneself to oneself ♦ not let something get ♦ look up ♦
 manipulative ♦ member ♦ neglected ♦ nurturing ♦ outcast
 ♦ rub off; see eye to eye ♦ stand out ♦ stand up ♦ suppress ♦
 think outside the box ♦ upbringing ♦ uptight

Tricia: I am the black sheep of the family. I am the middle child and I have always been shy and sensitive. My parents were really (1. ...) and they constantly criticised me, so we couldn't (2. ...) trust between us. I felt (3. ...) and (4. ...). Each (5. ...) of my family has said and done things that hurt my feelings. I (6. ...) my anger for a long time and now I'm scared that my (7. ...) will make me a terrible parent in the future.

Jim: My younger (8. ...) in our family. Despite us having the same (9. ...), we grew up to (10. ...), probably because of a big age (11. ...). Being the baby of the family, my brother learnt how to be (12. ...) and (13. ...) with anything he did. However, when he faced other people, it didn't work, so he had to (14. ...) to get what he wanted. He often (15. ...) which made him an (16. ...) at his school and later at college. He is now a grown-up man with a family of his own. We are not very close, but keep in touch. I just hope his egoism won't (17. ...) on his children.

Dave: I have always felt that I am different from my family, but I never saw myself as the black sheep. My parents and I never (18. ...) on anything, and we have constantly been arguing. Fortunately, I am not the only child and my brother has been the one I could (19. ...). I (20. ...) what he has done for me because it is he who taught me to (21. ...) for myself. No matter how (22. ...) my parents could be, thanks to my brother, I (23. ...) to me. I (24. ...) to him and hope to become such a (25. ...) and a loving parent as he is.



e. Are you or anyone you know the black sheep of the family? How does it show? Why do you think it happens?

f.  Write your comment to the post.

3.   Moving activity "Who's in the photo?"

4. a. Look at the photo. What is she famous for?



b.   Listen about Natalie Dormer. Which of the facts are the most surprising for you? Compare with a partner.

c. Do you think being the black sheep of the family helps you develop your personality or gives you a higher chance of failing in life?

d.   Go online. Find out information about a famous person you admire and write about their family background.

Lesson 8. Families of the future

Communicative area



talking about families of the future



1. Look at the photos. Which of them looks like your family most? Which of them shows the family you would like to have in the future?



2. a. How do you think these can be connected to the families of the future?

Different generations; a business; head of the family; possibilities to travel; a castle; close-knit; virtual reality; travel; holiday season.

b.   Listen to an expert talking about the families of the future. Were any of your ideas correct?

c.   Listen again. Make notes on the types of families the presenter mentioned.

d. Use your notes in ex. 2c. to talk about families of the future.

3.   Moving activity “Amazing facts”.

4. a. Think about your answers to the questions.

1. What do you think families will look like in the future?
2. Would you like to have a family like one of those from the programme? Why (not)?
3. At what age would you like to start a family? Why?
4. Would you like to have children? If yes, how many?
5. What kind of parent do you think you will be?
6. What are the most important values to set in a family?



Help box

Showing uncertainty

I'm not really sure about... / I don't know for sure... / It's very unlikely, but ... / There's some doubt in my mind that ... / I'm not a hundred per cent sure, but ... / I don't know yet.

b. Work in small groups, discuss the questions in ex. 4a.



Help box

What are your thoughts on all of this? / Do you have anything to say about this? / How do you feel about that? / I couldn't agree with you more. / That's exactly how I feel. / You have a point there. / I don't think so. / I'm afraid I disagree. / I'd say the exact opposite.

Communicative
area

debating

BEFORE THE PRESENTATION LESSON

1. What do you think children should do if their parents are abusive?
2. a. Read about Rachel Canning's case. What happened between Rachel and her parents?

Spoiled brat¹ or neglected child?

A US court must decide as Rachel Canning's lawsuit² to force her parents to support her continues.

18-year-old Rachel Canning, a New Jersey high-school student is suing³ her parents for child support. To her supporters, Miss Canning is a victim of mental abuse; to her opponents, she is a spoiled brat. Judge Peter Bogaard warned that the lawsuit could have dangerous consequences. He asked: "Are we going to open the gates for 12-year-olds to sue for an Xbox? For 13-year-olds to sue for an iPhone?"

Miss Canning claims her parents threw her out in November, shortly after she turned 18, because they didn't like her boyfriend. The Cannings, who also have two other daughters, say that Rachel left home herself because she refused to obey their reasonable household rules. Judge Bogaard recommended some family counselling.

Perhaps the most famous case of legal action taken by a child against his parents was in 1992, when Gregory Kingsley, 12, legally divorced⁴ his mother. He changed his name to Shawn Russ and joined the family of his adopted parents George and

¹ **brat** – избалованный ребенок / разбалаваннае дзіця

² **lawsuit** – судебное дело / судовая справа

³ **sue** – предъявлять иск / прад'яўляць іск

⁴ **divorced** – лишил родительских прав / пазбавіў бацькоўскіх правоў

Elizabeth Russ. In 2012, he said in a rare interview that his teens had been troubled, and that he regretted never coming to an agreement with his mother, Rachel, who died in 2006.

adapted from independent.co.uk

b. Have you heard of any similar cases? What was the result?

3. You are going to have a debate on the following topic *Children must obey all of their parents' rules*. Follow the steps below.



1. Divide into two teams: “for” / “against”.
2. Get ready to present your “case”. You will need to present your arguments for / against providing examples / statistics / quotes to prove what you say. All students should have to speak. The group leader should make sure that everyone has a point to deliver during the speaking stages.
3. Go online. Find information that can help you present your arguments.

4.  **Moving activity “Useful language”.**

IN THE PRESENTATION LESSON

1. Hold your debate. Follow the plan.

1. 5 minutes: Opening Statement (Side A);
2. 5 minutes: Opening Statement (Side B);
3. 7 minutes: Preparation for rebuttal;
4. 3 minutes: Rebuttal (Side A);
5. 3 minutes: Rebuttal (Side B);
6. 2 minutes: Closing Statement (Side A);
7. 2 minutes: Closing Statement (Side B).

2. Work in pairs (a student from the team **for vs a student from the team **against**). Who do you think vote the debate? What were the most convincing arguments?**

3. As a class, decide which team won.

Lesson 10. Culture corner. Father's day

Communicative area

talking about family related holidays

1. When are these holidays celebrated? Do you celebrate any of them?

Halloween

St Valentine's Day

Thanksgiving

St Patrick's Day

Easter

Independence Day

2. a. In pairs do the quiz.

1. Father's Day is celebrated on...

a) 23 February; b) every third Sunday in June; c) 5 June.

2. Father's Day origin is...

a) a memorial service; b) a person's birthday; c) indefinite.

3. Which of this US presidents officially recognised the holiday?"


a) Calvin Coolidge; b) Lyndon Johnson; c) Richard Nixon.

4. Father's Day is celebrated in...

a) the USA; b) the USA and European countries; c) worldwide.

5. In Chinese "ba-ba" means:

a) two 8s; b) daddy; c) both a) and b).

b.   Listen and check. How many did you get right?


c.   Listen again, make notes to talk about Father's Day.

d. Do you celebrate Father's Day?

3.   Moving activity "Family holidays".

4. In small groups discuss the questions on page 37.

1. What holidays do you celebrate with your family? How do you celebrate them?
2. Is it important to celebrate with your family? Why (not)?
3. What is your favourite family holiday? Why?
4. What is the perfect gift for Mother's or Father's Day?
5. Are there any holidays that you really don't like? Why?
6. What's the most important holiday in your country?

5.  **Go online. Find information about another family related holiday and present it to the class. Mention the following:**

1. Name of the holiday;
2. When and where it is celebrated;
3. What people usually do on this day.

LESSON 11. Board game “Bamboozle”





Communicative area

revising active vocabulary of the unit

1. In this lesson, you are going to play a game called **Bamboozle**. Read the definition of the word. Have you ever been bamboozled by someone?



bamboozle [bæm'bu:zəl] – to trick or deceive someone, often by confusing them

2.   **Moving activity “Grouping”.**
3.   **Read the rules of the game and play it.**



Work in teams. Take turns choosing questions. Behind each number there is either a question or a power-up (win points, lose points, give points to another team, etc.). The team with most points at the end of the game wins.

Lesson 12. Progress check

**Communicative
area**

testing reading, listening and speaking skills

I. READING

1. Read the text and say in 2–3 sentences what it is about.

Why are role models important?

When we grow up, there is usually a person we look up to. It can be a member of our family, a teacher, a celebrity, someone we admire and want to copy. Some people understand that and follow those people's example intentionally, whereas others do not realise how influenced they are. Is it a good or a bad thing?

On the one hand, if the role model is a highly ambitious, hard-working and successful person, it may inspire you to do things you would have never thought of doing on your own. These people are usually the ones who are confident, and they don't let silly things get to them. If any of these qualities rubs off on you, you will only benefit. If you feel like you are an outcast who stands out from the crowd of look-alike peers, a positive role model can help you learn to stand up for yourself and think outside the box to find your place in the society.

On the other hand, the people who are usually noticed are not the ones who play by rules. They often put themselves in the first place, which makes them really difficult to count on. Moreover, if someone does something just because somebody they admire did, instead of doing something they are good at, they will inevitably fail and will blame their role model, rather than analyse what they have done wrong.

What we might do is have multiple role models. This way we could choose the aspects we like from one and have another good things to admire from another. We may find which quality better fits the situation and even replace the role models if a situation requires thinking outside the box.

2. Read out the extract that describes what kind of people are usually chosen to be role models.

3. What are the positive aspects of having a role model?

4. Why can it be dangerous to have a role model?

II. LISTENING

1.   Listen to the conversation and answer the questions below.

1. What problem is the girl dealing with?
2. Why is it important for her to continue with what she is doing?
3. What advice is the girl given? Does she accept it?

III. SPEAKING

1. Let's talk about your upbringing. Were your parents soft or strict with you?
2. Do you and your parents see eye to eye on your plans for the future?
3. What questions will you ask someone who is the black sheep of the family?
4. Give a piece of advice on how to cope with generation gap.
5. What do you think families of the future will be like?

Ex. 1a, page 4

They are famous people's children. 1. Cristiano Ronaldo's son – Cristiano Ronaldo Jr; 2. Johnny Depp and Vanessa Paradis' daughter – Lily-Rose Depp; 3. Arnold Schwarzenegger's son – Patrick Schwarzenegger; 4. Kylie Jenner's daughter – Stormi Webster).

Ex. 1a, page 20

RU – Are you; 2 – to; 2nite – tonight; POS – parent over shoulder.

Ex. 3d, page 27

The writer didn't thank for the letter; the 2nd paragraph should be the closing one; the writer put all the pieces of advice in the 3rd paragraph; the writer didn't give any reasons for their second suggestion.



2 UNIT

INTERPERSONAL RELATIONSHIPS



LESSON 1. You can count on me

Communicative area	sharing opinions about friendship
Active vocabulary	to get in someone's way, to face problems, a shoulder to cry on, to be supposed (to do), to toss and turn, to remind phrasal verbs: to look back, to look ahead, to bring out, to go down, to count (on), to let go, to hold up, to dwell on

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

a) A real friend is one who walks in...	1. and loves you just the same. <i>Elbert Hubbard</i>
b) A true friend never gets in your way...	2. you can look beside you and your friend will be there. <i>Unknown</i>
c) A friend is one who knows you...	3. and your Wi-Fi connects automatically. <i>Unknown</i>
d) True friendship is when you walk into their house...	4. They are the ones who won't disappear when you're facing problems. <i>Unknown</i>

e) True friends aren't the ones who make your problems disappear.	5. who brings out the best in me. <i>Henry Ford</i>
f) When it hurts to look back, and you're afraid to look ahead...	6. unless you happen to be going down. <i>Arnold H. Glasgow</i>
g) My best friend is the one...	7. Cherish those who hold you up. <i>Unknown</i>
h) Don't dwell on who let you down.	8. when the rest of the world walks out. <i>Walter Winchell</i>

b.   Listen and check. Pay attention to the intonation.

c. What do the phrases from the quotes mean? Use the context to choose the right options.



to face problems: a) to look at problems; b) to have to deal with difficult situations;

to get in someone's way: a) to walk in the same direction with someone; b) stop someone doing something;

to cherish: a) love someone very much, take care of them; b) give cherries to someone.

d. Match the phrasal verbs in the box with their meanings.

walk out ♦ go down ♦ bring out ♦ look back ♦ look ahead ♦
dwell on ♦ let down ♦ hold up

- a) think about something that happened in the past;
- b) think or talk too long about something, especially something unpleasant;
- c) think about or plan what will happen in the future;
- d) support someone, prevent them from falling down;

- e) leave suddenly, especially because you think someone's behaviour is wrong;
- f) disappoint someone, not to do something that someone expects you to do;
- g) fail or be in trouble;
- h) make something easier to see or notice.

e. Read the quotes out to your partner. Mind the intonation. Which of the quotes is the shortest? the longest? the wisest? the most beautiful? the funniest? your favourite?

f. Make up your personal statement about friendship. Share it with the class.

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

b. Match the words in the box with their synonyms in the song lyrics below:



- a) keeping moving around in your bed;
- b) make someone remember something;
- c) rely or depend on someone; unable to do anything about the situation you're in;
- d) not knowing very much about something;
- e) stop thinking about or being angry about the past;
- f) show someone the right way to do something;
- g) to realise someone's true ability;
- h) be ready to help someone or make them feel better;
- i) a person who gives sympathy and support.

Count on me

by Bruno Mars

If you ever find yourself **stuck** in the middle of the sea
 I'll (1. ...) the world to find you
 If you ever find yourself **lost in the dark** and you can't see
 I'll be the (2. ...) to **guide** you

We'll find out what we're made of
When we are called to help our friends in need

Chorus:

You can count on me like one, two, three
I'll be there

And I know when I need it, I can count on you like four, three, two
And you'll be there

'Cause that's **what friends are supposed to do**, oh, yeah

Ooh-ooh-ooh-ooh

Ooh-ooh-ooh-ooh, ooh, yeah, yeah

If you **tossin' and you're turnin'** and you just can't (3. ...) asleep
I'll sing a song beside you

And if you ever forget how much you really mean to me

Every day **I will remind you**, oh

We'll find out what we're made of

When we are called to help our friends in need

Chorus



You'll always have **my shoulder when you cry**

I'll never **let go**, never say goodbye

You know...

Chorus

... You can count on me 'cause I can count on you

c.   Listen to the song and fill in the missing words.

3.   Moving activity "Let's sing".



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

1. How do you think friends are ... to behave? 2. Who is ... for you when you are sad? 3. Who can you ... on when you ... some problems? 4. When you are ... in the middle of the sea or ... in the dark, who is there to ... you? 5. Have you ever let your friend...? 6. Has your friend ever walked ... on you? 7. Do your friends hold you ... when you go ...? Do they bring ... the best in you? 8. Do you often ... on something, looking ... , and tossing and turning in your bed? 9. Is it difficult for you to let ...? 10. Who is your ... to cry on?

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

Example: To me friendship is something very important. Your friend never lets you down. They are always there for you to hold your hands when you're lost in the dark.

Lesson 2. Qualities of a good friend

Communicative area	discussing the qualities of a good friend
Active vocabulary	loyalty, support, care, honesty, non-judgmental, humorous, reliable
Active grammar	articles with abstract nouns

1. Are you a good friend? Why do you think so?

2. a. Which of these qualities do you possess?

Kindness, courage, patience, optimism, creativity, responsibility.



b. Which of them are important in a friendship? Why?

3. a.   Moving activity “Match the qualities”.

b. Complete the table on page 45 with opposite adjectives and nouns. Some of them have been done for you. See the first row for an example:

Example: non-judgmental – judgmental – (doesn't exist)

c.   Listen and check. Mark the stress.

d. Range the qualities of a good friend (nouns) from the most important to the least important. Compare with your classmates.

Adjective	Negative adjective	Noun
non-judgmental	judgmental	–
reliable	...	...
loyal	...	...
humorous	serious / boring	...
honest	...	...
supportive	discouraging	...
caring	...	...
positive	...	positivity

4. a. Describe an ideal friend. Use the words in the table. Add your own ideas.

Example: An ideal friend has a good sense of humour. They are always positive and...



b. Describe your friend using the words in the table.

5. a. Complete the sayings with the following abstract nouns.

trust ♦ care ♦ love (×2) ♦ happiness ♦ humour (×2) ♦
support (×2) ♦ honesty (×3) ♦ loyalty (×3) ♦ experiences

1. Family is the ... you will never have to pay for, because they will always be there for you, come rain or shine. 2. Don't expect ... if you can't provide 3. ... is the best policy. 4. ... is hard to find. ... is easy to lose. Actions speak louder than words. 5. ... is rare. If you find it, keep it. 6. A good friend will accept you at your strongest, yet will give you love and ... at your weakest, through thick or thin. 7. Life is so much easier with a sense of 8. ... is a very expensive gift. Don't expect it from cheap people. 9. Those who are able to

see the ... of a no-win situation, will always win in the end.
 10. Friends will be friends. When you're in need of love, they give you ... and attention.
 11. We can't teach a ... of learning to children. We can only inspire it with our own example.
 12. True ... can bring you a ... you've never known before.
 13. First love is one of the unforgettable life

b.   **What do you notice about the use of articles with abstract nouns in ex. 5a? Study the rules in Grammar reference and do the exercise from Photocopiable materials. Find examples for each rule in ex. 4a.**

c. **Which quotes do you agree with? Why? Which of the quotes can you use to talk about friendship? Share with your partner. Compare with the class.**

LESSON 3. Love thy neighbour as thyself

Communicative area	reporting someone's speech
Active vocabulary	to treat, (un)fairly, equally, to fall in love, to have your hair dyed, to pay compliments, to take compliments, (to live) next door
Active grammar	reporting statements

1. a.   **Listen to the limerick. Mark the stressed words and the pauses.**

My neighbour came over to say,
 (Although not in a neighbourly way)
 That he'd knock me around,
 If I didn't stop the sound
 Of the classical music I play.

b.   **Listen and repeat after the speaker.**

c. **Read the limerick to your partner. Learn it by heart.**

2. a. **Which explanation on page 47 does the lesson title match with? What is its origin?**

1. Fall in love with your neighbour.
2. Treat other people the way you would like to be treated yourself.

b. Do you agree with the saying? How do you treat people? Do you treat them ...

... well? ... badly? ... fairly? ... unfairly? ... kindly? ... equally?
... with respect?

3. a. Look at the photo. Who do you think these people are to each other? What do you think they are talking about?





b. Put the lines of the conversation in the logical order.

pay ⇒ money ⇒ attention ⇒ compliments

- Oh! I don't think so. But I'll take that as a compliment.
- I think you're the new neighbour everybody has been talking about!
- You look gorgeous!
- I've never seen such a beautiful girl before! I don't think you live near here.
- Hello! It's a nice day, isn't it?
- Oh! It's nice of you to say so.
- Oh!
- Yes, the weather is really fine.
- Actually, I've lived next door all my life. I just had my hair cut and dyed yesterday.
- Oh!..


c. How do you think the conversation ended?

d.   Listen and check. Do you think their relationship will continue?

e.   Moving activity "Role-playing the conversation".

4. a. Read the story the girl wrote in her diary after the conversation. Check your predictions. Find one factual mistake.

Dear diary! We met in the street. He said it was a nice day. I told him the weather was really fine. He said I looked gorgeous. I said I didn't think so. But I added I'd take that as a compliment. Then he told me that he had never seen such a beautiful girl before. He said he didn't think I lived near there. I said it was strange of him to say that. He laughed and said he thought I was the new neighbour everybody had been talking about. I told him I had lived next door all my life. I added that I had just had my hair cut and dyed the day before! I think he was embarrassed, but he said he would still like to go out with me. Dear, diary, I think I'm falling in love.

b.  Use the conversation and the diary entry to complete the tables you will get from the teacher. Fill in the verb tense, time phrase and place changes in reported speech.



He said something ⇒ he told somebody
He said (that)... ⇒ he told me (that)...

c.   Compare with the tables in the Grammar reference.

5. a. Read what people told the girl during the day. Report the statements in the speech bubbles for her diary.



Janet: I can pay compliments. I can't take compliments.

Psychologist: You'll never be happy if you don't fall in love with yourself.



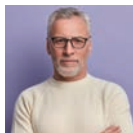
Teacher: You haven't been listening to me again!

Mother: It was you who broke my favourite cup yesterday.



Father: I see you have fallen in love.

Neighbour: This dog of yours is always breaking into our garden!



Friend: I don't see any problem here. You must have your hair dyed.

b. Which of the statements would you like to hear addressed to you?

6. a. Work in pairs. Ask and answer the questions.

1. How well do you know your next-door neighbours? Do you have a good relationship with them? Do they treat you kindly and with respect? Do you treat them in a neighbourly way? 2. How often do you pay people compliments? Is it easy for you to take compliments? 3. Do your teachers treat all students equally? Do they treat them fairly? 4. Have you ever fallen in love? 5. Are you prepared to change your appearance (e.g. have your hair cut or dyed) to make someone pay attention to you?

b. Report your partner's answers to the class.

LESSON 4. Friendship survey

Communicative area	discussing love and friendship
Active vocabulary	to fall out of love, at first sight, couple, crush, benefits, in public, to exist, romantic
Active grammar	reporting questions

1. a. Discuss the quote with your partner. What is the message of the quote? Do you agree with it?



One day Love and Friendship met. Love asked, “Why do you exist when I already exist?” Friendship smiled and said, “I exist to put a smile where you leave tears.”

b. Role-play the conversation between Love and Friendship. Mind you intonation.

2. a. Divide the **snake** into 20 questions.

How can you be a better friend? Why do some people fall out of love? What are the famous love stories? Are you close friends with anyone? How do you know? In primary school, do you prefer to have many friends or just a few that you are close to? What is the most romantic film you know? Do you think love at first sight exists? Show can you tell a couple in love? What are the benefits of having just a few close friends? What are the benefits of having any friends? Why are most songs about love? Why do people need friends? What can happen if a person has no friends? Do you have any friends who would risk their life to save you? What do you think of Valentine's day? How was your first crush? Has your friend ever hurt your feelings? What is the best way to make new friends? Do you like making new friends? Is it OK when people show love in public?

b. Put the questions in two groups: **Love** and **Friendship**.

c. Use 5 questions from either about love or about friendship to ask your classmates.

d.  Moving activity “Doing the survey”.

e. Do you have a lot in common with your partner? Report to the class.

3. a. Read the fragments from reports on love and friendship surveys. Match the highlighted parts of the reports with the direct questions in ex. 2a.

1. A group of students was asked why people fell out of love. 80% of them said that...


2. They were asked how they could tell a couple was in love. Several of the interviewees reported...

3. The interviewees were asked if they thought it was OK to show their love in public. Most of them thought...

4. The people interviewed were asked whether they thought love at first sight existed. A small part of the respondents said...

5. The young people were also asked who their first crush had been. Only a few people chose to answer the question. They said that...

6. They were asked what the benefits of having many friends were. They said that...

b.  Pay attention to how questions are reported. Do the exercise from Photocopiable materials to complete the rules.

c. Report the questions in ex. 2a which haven't been reported in ex. 3a yet.

4. a. Check your memory. Without looking back at the quote at the beginning of the lesson, try to report what Love and Friendship said.

b. Read the quote below. Change it beginning with the words **Every boy...**

Every girl has her best friend, boyfriend and true love.
But you're really lucky if they're all the same person.

c. Talk with your partner about the message of the quote. Do you agree with it?

Lesson 5. A different way of being smart

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

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



What makes you angry?

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

Don't panic if it's all of the above!

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

b. Compare with your partner.

2. a.   Listen to the interview with Ally, a singer from a famous boys' band. Is he bad-tempered?





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

Yeah, at school it did, 'cause I hated it. I wasn't very good at school, so I would **take it out on my teachers**. I'd refuse to do

homework, I'd sulk and **talk back to them**. Basically, I felt they weren't treating me fairly, so I would try **to stand up for myself**...

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

c.   Moving activity "Definitions".

d.   Listen to the interview again. Take notes of the singer's answers.


3. a. Match the beginnings and the endings of the questions:

1. When you are angry,	a) a bad temper?
2. When someone's treating you badly,	b) disrespectful to their parents / teachers?
3. Do you have	c) names?
4. Are you a	d) on other people?
5. Why are teenagers sometimes	e) do you usually stand up for yourself?
6. Is it a good idea to take your anger out	f) rebellious teenager?
7. Why do some people call others	g) others?
8. Why do some people pick	h) who do you usually take it out on?

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


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

When I had problems with my temper at school, I went to see a doctor. She said that my ability to cope with anger, to control my emotions showed my emotional IQ (intelligence quotient). She explained that emotional intelligence was just another way of being smart. She said that if I wanted to be more emotionally intelligent, I would have to follow her advice. She told me to ask myself if hurting other people's feelings and possibly losing their friendship was really worth it. She advised to count to ten or take a few breaths before losing my temper. In case a bad temper was getting in the way of my schoolwork, friendships and family life, she advised me not to ignore it, but to talk about what was eating me. She told me to talk with my parents, friends, or relatives because it would do me the world of good.

b.  Write all the advice from the letter of the expert using direct speech.

Example: Ask yourself if hurting people's feelings and possibly losing their friendship is really worth it.

c. Which piece(s) of advice do you find really useful? Do you think you have a high emotional IQ?

5. a.  Report the advice on how to deal with bullying. Write 7 sentences beginning each of them with **The expert told me... / **The expert advised me...****



- If you are bullied at school,
1. talk about it with a friend who you trust, a family member or teacher.
 2. tell them how it makes you feel.
 3. walk tall and hold your head high.
 4. ignore the bully and walk away.
 5. don't get physical.

6. try to talk to the bully, telling them that their behaviour is harmful.
7. stand up for others who you see being bullied.

b. Talk with a partner. Discuss the advice above. Would you advise a victim of bullying to do the same?

Lesson 6. Friends with tails, whiskers, and flippers

Communicative area	talking about pets as friends
Active vocabulary	protective, shelter, to bug, buster, unconditional
Active grammar	absolute possessive pronouns

1. a. Read an extract from the letter where little Sam writes about his best friend. Guess who Sam's friend is.

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

b.   **Guess the meaning of the pronouns in bold. Read the rule in the Grammar reference.**

c.  **What is the difference between *my* and *mine*?**

d.   **Moving activity "Complete the table".**

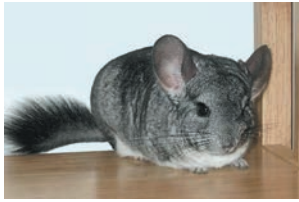
e. Work in pairs. Make up sentences with the pronouns from the table.

f. Read your sentences to the class. Check them with your teacher. Which pair has made the most sentences?

2. a. Work in pairs. Use the questions to interview your partner:



sphynx cat



chinchilla



fennec fox



pot-bellied pig



dog



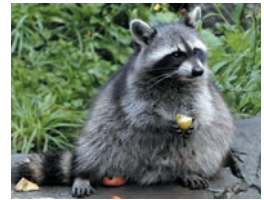
snake



parrot



fish



raccoon

1. Do you agree with the sayings “A dog is a man’s best friend” and “Animals are such wonderful creatures, as they ask no questions”? Why (not)?

2. Have you ever had a pet?

3. Look at the pictures and decide which pet is best to have at home?

4. What other pets can people have?

5. What pet is the most reliable and loyal friend?

b. Share what you have found out about your partner to the class.

3. a. Read the article from *PetFriend Magazine*. What is its main message?

A. It has been rightly said, “Animals are such wonderful creatures, as they ask no questions.” Humans and animals have been known to have (1. ...) special bond with each other since times immemorial. It is not without reason that somebody has said that “A dog is a man’s best friend.”

B. (2. ...) relationship that we share with animals is (3. ...) very warm and **protective** one. We give them (4. ...) food and **shelter**, and they shower us with (5. ...) **unconditional** love. Having a pet is actually a stress **buster** and can keep you happy and occupied. There is absolutely no (6. ...) harm in being friends of animals.



C. (7. ...) Animal friendship is nothing but (8. ...) strong feeling of love and affection that a person has towards animals. A person can have an animal for a friend due to various reasons. It could be (9. ...) a want for companionship, trying to beat stress, looking for emotional strength or simply (10. ...) love for a pet. Some others have (11. ...) passionate behaviour that makes them want to spend most of their time with animals rather than people.

D. Children are often attracted to animals, and they usually bug their parents to get them a pet. Children as well as adults feel (12. ...) affection and love for animals.

E. Some people have strong ethics and feel strongly about the environment. They turn into vegetarians, conserve natural resources and respect animals as another life form. This also shows that many people care for animals and are deeply connected to them. (13. ...) bond between humans and animals will always remain special and wonderful!

b. Find the synonyms to the words in the box in the text.

cover ♦ careful ♦ genuine ♦ protection ♦ annoy by asking

c.   **Fill in the articles where necessary. Then listen and check.**

4. a. Choose the best title for each paragraph. One is extra.


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

b. Complete the questions with the correct forms of the new words.

1. Do you agree that people share a warm and p... relationship with animals?
2. Do you think that animals give us love because we give them s...? Or is their love u...?
3. Has any pet been a stress and sorrow b... for you?
4. Have you ever b... your parents for a cat or a dog?

c. Use the questions to interview your classmates.

d. Report what you have heard from your partner(s).



5.  Write an article for *PetFriend Magazine* about a pet of yours and describe the kind of relationship you had/have. Promote friendship between people and animals.

LESSON 7. Can you heal a broken heart?

Communicative area	reporting someone's speech; comprehending irregular grammar cases in songs
Active vocabulary	broken heart, to heal, to beg, to remind, to refuse, to plead (with someone)
Active grammar	reported speech with Present and Past reporting verbs

1. Talk in pairs. Ask your partner...

1. what their favourite love songs are;
2. if their favourite love songs are merry or sad, optimistic or pessimistic.

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



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

Sylvia's mother says...

Sylvia's mother says, "Sylvia's busy, too busy to come to the ..."

Sylvia's mother says, "Sylvia's **tryin'** to start a new life of her ..."

Sylvia's mother says, "Sylvia's happy so, why don't you leave her ...?"

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

Chorus:

Please Mrs Avery, I just **gotta** talk her, I'll only keep her a while.

Please Mrs Avery, I just **wanna** tell her goodbye.

Sylvia's mother says, "Sylvia's packin', she's **gonna** be leavin' ..."

Sylvia's mother says, "Sylvia's marryin' a fellow down Galveston ..."

Sylvia's mother says, "Please **don't say nothin'** to make her start cryin' and ..."

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

Chorus



Sylvia's mother says, "Sylvia's hurryin', she's catchin' the nine o'clock ..."

Sylvia's mother says, "Take your umbrella 'cause Sylvie, it's startin' to ..."



Sylvia's mother says, "Thank you for callin' and Sir, won't you call back ..."

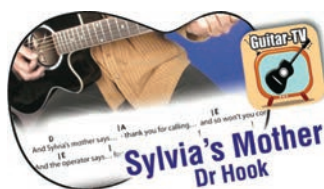
And the operator says, "Forty cents more for the next three minutes."

Chorus

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

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

3.   Moving activity "Let's sing".



4. Read the blog about the story behind the song. Why is this song autobiographical?

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

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

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


Shel's friend said that Sylvia was just a girl that he was interested in, and the mum didn't like him. It was the time before cell phones, and you could be at a payphone and only have

so many quarters in your pocket, and so many minutes to get through, and if somebody's mum answered the phone, you were not getting through unless she loved you. So, the story was quite believable, and the song was really autobiographical.

Comment

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

Steve, Galveston

5. a.  Get a card from your teacher. Match the reporting verbs in bold with their meanings. Use the lyrics of the song in ex. 2b for help.

b.   Look at the highlighted fragments. Answer the grammar questions using ex. 4. Read more in the Grammar reference.

1. Do we change tenses if the reporting verb is in the Past Simple?

2. Do we make changes in the tenses if the reporting verb is in the Present Simple?

c. Report the statements, question, orders, requests and suggestions by choosing from the reporting verbs in the box.

beg ♦ inform ♦ remind ♦ plead ♦ refuse ♦ remind ♦ thank ♦
order ♦ ask

1. "Shoot!" shouted the officer. 2. The poor woman said, "Please, please, help my kids!" 3. The boss told the workers, "Finish the project by Monday!" 4. Mother said, "Don't forget to take the lunchbox". 5. The passenger said, "Please, close the window". 6. "Don't go, Juliet, please, stay!" Romeo said. 7. The teacher said, "The exams are going to be held in June." 8. The actor said, "Thank you for the flowers!" 9. The boy said, "I won't do such a thing!" 10. "Could you pass me the salt, please?" the woman said.

6. Answer the questions.

1. Do you think Sylvia really loved the man she was going to marry? 2. What do you think happened to her later? 3. How to let go of someone you love? 4. Can you heal a broken heart?

Lesson 8. Agony Aunt: relationships

Communicative area

discussing teenage problems; giving advice

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

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

Problems



A. Ever since I was little my mother and I haven't got on. She picks on me, she criticises everything about me: my clothes, my voice, my hair, even my eating habits. Once I even heard her telling my father that she didn't love me because I was odd. She's always putting me down in front of others and even asked my best friend why she was friends with me. My father and I get on well, but he won't help me with this matter, and when I start talking about it with my mother, she acts as though I'm making a fuss about nothing. What can I do?
Mel, 16, Surrey

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

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

Luke from Wolverhampton

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

Adele fan, 15, Lancaster

Advice

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

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

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

4. There's nothing wrong with caring about people who don't have the same advantages as you. However, you'll be no good to them, if you drive yourself into the ground. Instead of letting all the worries of the world make you miserable and depressed, try to act positively. There are lots of charities around, and most of them need volunteers. *You should join* one of the charities and do something for people, animals or the world in general. *If I were you, I'd join* the RSPCA. They are very reliable!

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


c. Pay attention to the way advice is given. How many different structures are used? Copy the chart into your exercise book. Add the examples in blue from ex. 2a.

Giving advice

Type of structure	Examples
Using modal verbs	<i>You ought to be more careful.</i>
Raising questions	<i>Have you thought about joining a charity?</i>
Making suggestions / recommendations	<i>I recommend going to see an expert at once.</i>
Giving direct and strong advice	<i>Don't put it off till tomorrow.</i>
Putting yourself into other people's shoes	<i>If i were in your shoes, I'd take up a hobby.</i>
Using structures with adjectives	<i>It's best to ask trustworthy adults for advice.</i>
Other	<i>Your only option is to stop panicking. There are many ways to solve the problem, including facing up to the challenge.</i>

3. a.   Moving activity "Giving advice".

b. Report to the class what **your problem** was and whose advice was the best.

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

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

b. Compare your ideas with your partner.

Lesson 9. A helpful hand

Project ▶

Choose one of the options for your project.

OPTION 1

BEFORE THE PRESENTATION LESSON

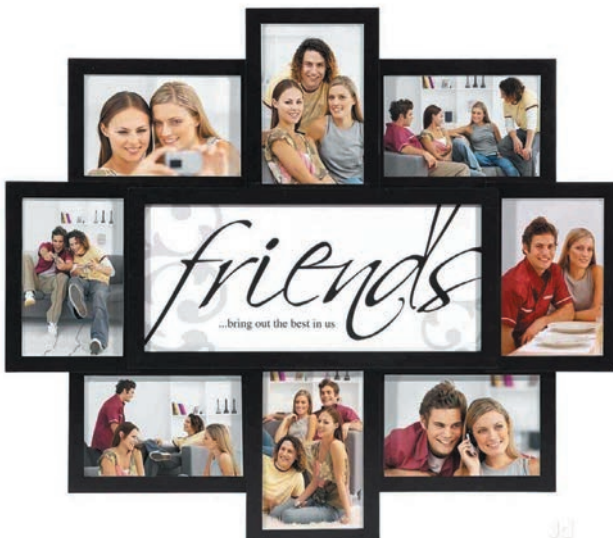
1.  Write down your **friend code** using the words and phrases from the unit.



It might be a paragraph:

- with bulleted points enumerating the qualities of a good friend;
- listing what friends are supposed to do and are not supposed to do;
- describing an ideal friend;
- describing your friend.

It also might be a collage with pictures of friendship behaviours (from magazines or drawn by you) supplemented with slogans, mottos and captions using the active vocabulary of the unit.



IN THE PRESENTATION LESSON


1. Present your project to the class.




1. Make your presentation interactive. Prepare questions to involve the audience. Invite students to make their predictions about what they are going to hear.
2. Read out your **friend code** or demonstrate your **collage** reading the captions and comments. Make it clear and loud.
3. Invite questions and comments. Explain the points that were not clear enough.

OPTION 2

BEFORE THE PRESENTATION LESSON


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

IN THE PRESENTATION LESSON

1. Hand in your letters. The teacher will hang them around the classroom for all of you to read and to choose a problem you would like to give advice on.
2.  Write a paragraph or two to give advice on the problem of your choice. Use various structures for giving advice.

OPTION 3

BEFORE THE PRESENTATION LESSON

1.  Prepare for a poetry recital evening. Choose a poem about friendship from Photocopiable materials. Make sure you understand the meaning and know the correct pronunciation of every word in the

poem. Learn it by heart. Also, research information about the author of the poem and their friendship experience. Get ready to introduce your poem to the class. Prepare prizes for best performers.

IN THE PRESENTATION LESSON

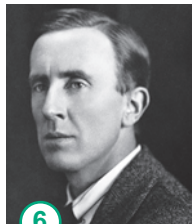
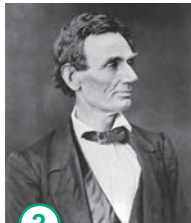
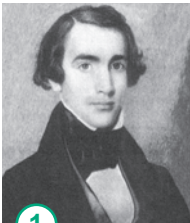
1. Hold the poetry recital evening. Award the best performers.

Lesson 10. Culture corner. Famous friendships

Communicative area

talking about best friends' stories in history

1. Who are the people in the pictures? What are they famous for? In what spheres of life have they been active: literature, politics, music?



2. a. Put the following paragraphs in the logical order.

Famous Best Friends

By Lisa Bower

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

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

C. Throughout history, there have been numerous famous best friends. In fact, many believe that without friendship, some of the world's most important people may not have achieved what they did, as everyone needs a circle of people not only to help them when they are lost in the dark, but also to inspire and motivate them.

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

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

F. The following are just a few of the famous best friends in history.

G. The two organised the first women's state temperance (*воздержания / устреманья*) society and travelled the United States to give speeches and working to promote (*пропагандировать / прапагандаваць*) equal rights between men and women.

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

I. Many cite (*приводить пример, называть / прыводзіць прыклад, называць*) the friendship as one of the key influences in each person's literary development.

J. Without the friendship of Susan B. Anthony and Elizabeth Cady Stanton, the women's rights movement may not have had the same success.

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

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

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

c. Discuss in pairs:

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

3. a. Does your best friend inspire and motivate you?

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

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

In turn, Lewis encouraged Tolkien to finish the *Lord of the Rings*. It was a great achievement, considering the magnitude of the books.



c. Find what was different between C.S Lewis and T.R.R. Tolkien in the text. What did they have in common?

C.S. Lewis	T.R.R. Tolkien
...	...
In common	
...	

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

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

your friendship stronger? Do you think your friendship could be everlasting?

4.   Search for information about a famous friendship. Write a short essay based on a true story.

LESSON 11. Board game “Love and friendship”



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



1. Love makes a man both	a) a life for love is foolish.	<i>Chinese proverb</i>
2. The one who loves you will	b) hate in silence.	<i>Egyptian proverb</i>
3. Love makes time pass,	c) loves also what is inside.	<i>African proverb</i>
4. One who loves the vase	d) time makes love pass.	<i>French proverb</i>
5. A life with love is happy;	e) blind and deaf.	<i>Arabian proverb</i>
6. Love and let the world know,	g) like the first love.	<i>Italian proverb</i>
7. There is no love	h) also make you cry.	<i>Argentinean proverb</i>

- b.   Find the words in the proverbs that are logically stressed. Listen and check.

- c. Practice pronouncing the proverbs with correct stress and intonation.

- d. Which is your favourite proverb in the list? Why?

2.   Play the board game on love and friendship. Use a coin and counters. Heads – one move forward. Tails – two. Speak at least for 30 seconds to answer the questions.

3. a.   Unjumble the English proverbs on friendship. Listen and check.

1. worse, open, enemies, than, friends, are, False.
2. friend, friend, A, a, indeed, in, is, need.
3. all, none, A, a, to, to, is, friend, friend.
4. A, man's, best, a, is, friend, dog.
5. friend's, the, eye, is, mirror, best, A.
6. friends, known, his, A, is, by, man.
7. Friends, of, thieves, are, time, of.
8. understanding, love, Friendship, is, with.

b. Choose the one you agree with most. Work in pairs. Explain to your partner why.

Lesson 12. Progress check

I. READING

1. Read the article and say what it is about in 2–3 sentences.



There are many great stories about romantic love, from classic plays like Shakespeare's *Romeo and Juliet* to modern day works like *The Notebook*. Of course, while these tales are beautiful, they aren't the only illustration of love to enjoy. Anyone who has experienced true friendship in their lives will know that it is a form of love just as important as the romantic kind. It can also last just as long. Happily, there are some beautiful novels which put friendship front and centre.

If a read about true friends is what you're after, here are some books to consider.

My Brilliant Friend by Elen Ferrante tells the story of Elena and Lila, growing up in the 1950s in a poor but colourful neighbourhood in Naples. The girls learn to count on each other, and they are there for each other when they grow older. It's a story of friendship of two girls at the top of their class. Elena is a well-behaved girl who always gets good marks, while Lila is naughty, but really gifted. The teacher invites them to take part in a competition against two older boys. One of the boys is the son of Don Achille, a dangerous criminal figure who controls the neighbourhood. His elder brother beats up Lila. Elena who tries to help Lila is also attacked. Thus, the two girls become friends in this very dangerous situation, which lays the cornerstone of a lasting friendship and rivalry. Ferrante proves to be one of Italy's great storytellers. She gave her readers a page-turner which will definitely win new readers to her fiction.

The story of *Great Expectations* by Charles Dickens begins with a friendship between the young Pip and Estella, a cold beautiful girl. The book follows Pip's childhood and young adult years. Estrella will grow up to break his heart, but first he admires her and secretly hopes to become a gentleman to be able to win her over. The novel was first published in 1860; it is one of the author's great successes. It is also very topical today and was even made into a Hollywood film with Gwyneth Paltrow starring as Estella. There are other interesting characters in the book – Abel Magwitch – an escaped prisoner – and Miss Havisham, a woman who is half-mad because of a broken heart. At the end of the book, Pip and Stella remain friends. Three seems to be a happy ending, but...are they happy?

Never let me go written by the Nobel Prize laureate Kazuo Ishiguro is a dystopian novel about friendship and nostalgia, as well as a book which questions human cloning. In the book, humans create clones who will be organ donors in the future. The narrator Kathy tells the story by looking back at the events that occurred when she was a pupil at Hailsham school. Kathy and her friends Ruth and Tommy are clones. Ruth is dishonest and manipulative. Tommy is a kind boy with a bad temper who is


disliked by the other students. In their school, creative subjects like art and writing are important. When they graduate, they leave Hailsham and go to live at the Cottage, where the rules are not so strict. Their teacher explains to them that there is no point in planning their future...

2. The text offers a comparison between books about love and friendship. Read it aloud.

3. Which of the books tell(s) us about friendship and which – about love?

4. Which of the books would you like to read and why?

II. LISTENING

1.   **Listen to the school counsellor talking about toxic friends and answer the questions below.**

1. What do toxic friends do?
2. What do frenemies never do?
3. What advice does the expert give on dealing with false friends?

III. SPEAKING



1. What can you tell me about the role of friendship in our life?
2. Are interpersonal relationships important for us?
3. Ask me about the qualities a good friend is supposed to have.
4. What advice can you give me on how to be a good friend?
5. If you could be friends with anyone in the world (dead or alive), who would it be and why?

3 UNIT

HEALTHY LIFESTYLE

Lesson 1. The greatest wealth is health

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

1. a.   Listen to the poem and repeat after the speaker.
- b. Look through the poem and make a list of things that help a person to be healthy.

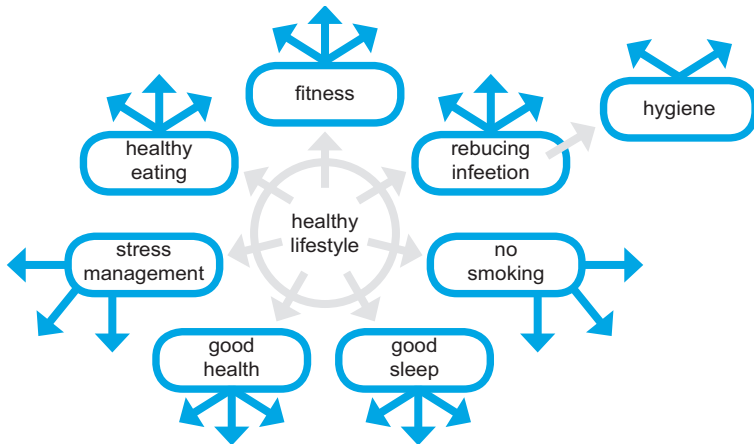
The best six doctors anywhere
And no one can deny it
Are sunshine, water, rest, and air
Exercise and diet.
These six will gladly you attend
If only you are willing
Your mind they'll ease
Your will they'll mend
And charge you not a shilling.

*Nursery rhyme quoted
by Wayne Fields*

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



3. a. 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.



b.  Moving activity “Get a little exercise”.

4. a. Read the text and add more information to your mind map.

b. Read the text again and decide which five tips are most important for you to follow.

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

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

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

1. 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.

2. Laugh and smile! Smiling and laughing a lot, as it has been scientifically proved, keeps you healthier.

3. Do nothing for a short while. Staying in a dark, quiet place without having any stressful thoughts for about ten minutes will help you relax and feel better. Just do this twice a day.

4. Eat more fruit and vegetables. Fruit and vegetables are an important part of a healthy diet. Try to get at least 2–3 fruit per day.

5. Drink water! Good old H₂O is the key to making you work throughout the day. Try drinking a 250-gram glass 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.

6. 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.

7. 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.

8. Run and jog! This doesn't necessarily mean run five miles every morning, just for about 10 minutes twice a week, will keep you in shape. Don't *ever* run for an hour and then suddenly stop and sit on the couch for another hour. It will hurt to walk the next day.

9. Challenge yourself. If you got 10 push-ups¹ as your maximum, try going for 12! Little challenges like this keep your body nice and fit.

10. Do something you love. Play with a pet, go swimming, ride a bike or go for a walk. If you had a bad day at school, doing things you love to do will keep you in a good mood and take out your anger. Not only is this fun, but it lets you be yourself for a while. Try it!

¹ **push-up** (Ам. Е.) – отжимание (на руках) / адцісканне (на руках)

11. **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!

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

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

Example: We both..., Neither of us...

Nice – nicer – (the) nicest

Big – bigger – (the) biggest

Healthy – healthier – (the) healthiest

Good – better – (the) best

Bad – worse – (the) worst

Beautiful – more beautiful – (the) most beautiful

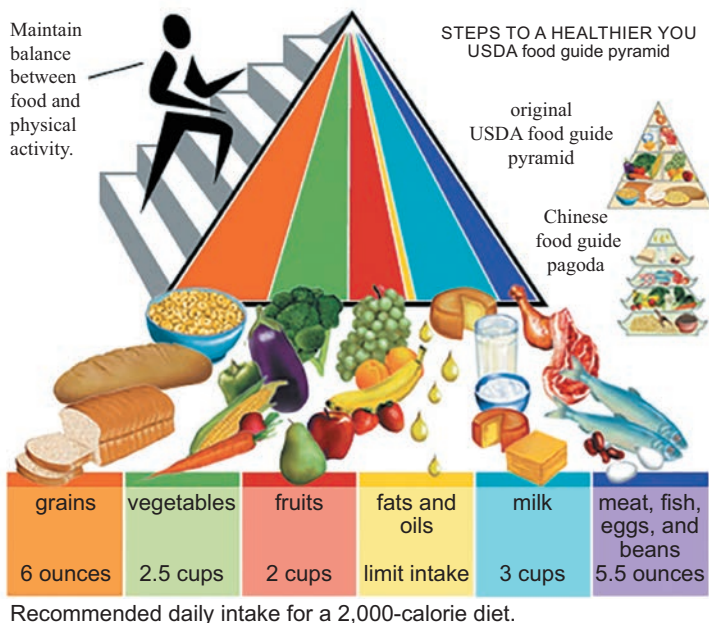
6.  Write / say what you should do to live a long and happy life. Use the tips from ex. 4c.

Lesson 2. You are what you eat

Communicative area	speaking about food pyramid
Active vocabulary	bean, grain, vitamin

1. a. Look at the food guide pyramid on page 79 and answer the questions. Compare your answers with your partner.

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



adapted from mypyramid.gov

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

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

c.   Moving activity “Food pyramid”.

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

1. The food pyramid shows very little fat. Why? 2. What about fruit and vegetables? 3. How much bread should I eat every day? 4. Should we eat a lot of meat? 5. What about milk and dairy products?

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

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

Student: How much bread should I eat every day?

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

Student: And what about fruit and vegetables?

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

Student: The food pyramid shows very little fat. Why?

F.S.: Your body doesn't need (11. ...). Get most of your fat sources from fish, nuts and (12. ...). Eat **less** fats like (13. ...), margarine and lard. Choose (14. ...), chicken or turkey. Bake it or grill it. It is (15. ...) than frying. Add more fish, eggs, beans and nuts. Meat, fish, beans and nuts (16. ...) protein and iron which help build **stronger** muscles. Iron carries oxygen to all parts of your (17. ...), helps prevent infections, and also helps your body (18. ...) to get you through a busy day.


Student: And what about milk and dairy products?

F.S.: Dairy products are very important. They provide calcium which helps build (19. ...) bones and teeth. So, if you

can have milk, yoghurt and cheese every day, do it. But go for low-fat milk (20. ...). It's better. Ice-cream is not very good for your health. The less ice-cream you eat (21. ...) for you.

c.  Read the text and complete filling in the table. In the third column write what all these products provide your body with.

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

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



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

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

Lesson 3. Feel fit

Communicative area

speaking about the importance of physical exercises

Active grammar

adverbs: degrees of comparison

1. Look at the food pyramid on page 79 and answer the question.

What do we need to do to have good health?


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



Health and fitness have now become one of the major concerns. **Earlier** life was very hard and humans used to hunt for their living, and as a result they had a lot of physical exercise. They ate **less** and exercised **more**. Now people live **well, much better** and **easier** than it was long time ago. They don't have to be strong to get their food and as a result they hardly do that bit of physical exercise which is necessary to keep the body fit and healthy. People don't choose their food **carefully** and **easily** get overweight. How do we ensure that we have all that we need to have a healthy living? This is a big question among everyone. We need proper nutrition and a fit and healthy body. Good health is all that one dreams of. Becoming healthier and fitter is not very difficult but needs a lot of work. It is less difficult with food. People should choose what they eat **more carefully**, follow a well-balanced diet and eat **less** fast food. It is easy to become lazy about physical exercises even though simple fitness exercises can help to have a fitter and healthier life. It is possible to lose weight just doing regular exercises. So, by doing just two simple things eating **properly** and exercising **regularly** one can live **most happily** than ever.



good (*adj.*) – **well** (*adv.*) **bad** (*adj.*) – **badly** (*adv.*)
hard (*adj. / adv.*) (*трудный, трудно / цяжкі, цяжка*)
hardly (*adv.*) (*едва, едва ли / найрад, найрад ці*)

b.  Read the text again and pay attention to the words in bold. What do they mean? Read the rule on page 158 / 175.

3. a. Fill in the blanks with the correct form of an adverb.

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

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

c.   Moving activity "Arm stretch".

4. Complete the quiz. Check the results on page 85.

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

Make the first step in finding out just how fit you are! The questions here will help you understand how much activity you perform regularly. For each question below, give yourself a score. After completing all the questions, total your points and check your score to find out your current fitness level. Then, develop a plan to increase your activity and get fit for life!

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

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

3. Do you have a fitness goal of a certain number of days per week, miles per week, or minutes per week?

- a) Yes, and I achieve my goal most weeks: 2 points;
- b) Yes, I'm working towards it: 1 point;
- c) No: 0 points.

4. Do you usually climb stairs instead of using an elevator or escalator when going up one or two floors?

- a) Yes: 1 point;
- b) No: 0 points.

5. On average, how many hours of television do you watch daily?

- a) Less than 1 hour: 2 points;
- b) 1 hour: 1 point;
- c) At least two hours: 0 points.

6. How active are you after classes?

- a) Very active; walking or moving a lot: 2 points;
- b) I take short walks: 1 point;
- c) Totally inactive (sit at desk): 0 points.

7. Do you engage in active work around the house like vacuum-cleaning or gardening?

- a) Yes: 1 point;
- b) No: 0 points.

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

9. Do you know your: heart rate? cholesterol level? blood pressure? ideal weight? Give yourself 1 point for each "yes".

10. What kinds of food did you consume for dinner last night?

- a) Mostly fresh, low fat foods: 2 points;
- b) Combination of fresh and processed foods: 1 point;
- c) Fast food: 0 points.

11. How do you usually get to school?

- a) Walk / bicycle at least 1 mile¹: 2 points;
- b) Go by transport and walk: 1 point;
- c) Go by transport: 0 points.

¹ 1 mile = 1.6 kilometre

If you scored

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

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

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


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

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

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

- Keep your exercise fun – listen to your favourite music, work out with a friend, or turn it into a family activity;
- Do as much as you can – you know your body better than anyone else.

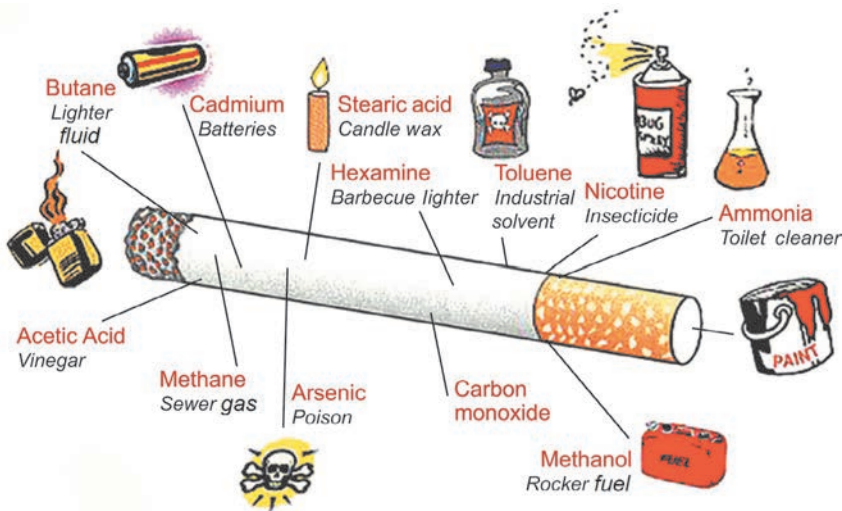
b. Go back to the text and add more information to your mind map.

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

Lesson 4. No smoking, please

Communicative area	speaking about the danger of smoking
Active vocabulary	carcinogen, chemical, contain, decrease, habit, increase
Active grammar	comparative construction <i>the ... the</i>

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



2. a.  Read the text and complete the table of chemicals found in cigarettes (see Photocopiable materials).

Chemicals found in cigarettes		
<i>Chemical</i> [ˈkɛmɪk(ə)l]	<i>Where it is usually found</i>	<i>What it causes</i>
Hydrogen cyanide [ˈhaɪdrədʒən ˈsaɪənəɪd]
Nicotine [nɪkəˈtɪn]
Acetone [æsəˈtəʊn]
Formaldehyde [fɔ(r)mældɪhaɪd]

b. Read the text again and find the answers to the following questions.

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

No one in the right mind will have a cocktail made from a rat **poison**, an insecticide [ɪnˈsektɪsaɪd] and a nail polish remover. Then why breathe it into your body? Do you know, cigarette smoke **contains** over 4000 **chemicals** including around 46 **carcinogens**, some of which are hydrogen cyanide (found in rat poison), nicotine (used in insecticide), acetone (found in nail polish remover), formaldehyde used to embalm dead body and still more. All these chemicals are breathed into the body while smoking a cigarette. One out of ten men in the world is a smoker and every 8 seconds someone dies because of this **habit**. According to the statistics, smoking kills around 5 million people a year. Nicotine in tobacco reaches the brain through the blood

stream just 10 seconds after a person starts smoking. Smoking influences different people in a different way. More than **40 diseases** are associated with smoking; it increases the risk of cancer, bronchitis, heart diseases, etc. Nicotine decreases the oxygen carrying capacity of blood. The immune system of an active smoker is so bad that they take more time to recover from any disease.



to **increase**

to **decrease**

Vitamin C is killed by smoking. This is the reason why an active smoker usually looks older than their non-smoker friend. According to studies, an active smoker is likely to live fourteen years less than non-smokers.

Smoking not only affects active smokers, but also affects the so-called passive smokers as well. If somebody smokes in the room, infants below 1 1/2 years of age can get bronchitis and pneumonia [nju: 'mæniə]. It is never too late to start anything or stop anything. Deciding to stop smoking is deciding to choose a healthy way of life. The body can go back to its normal condition soon after you say goodbye to your very last cigarette. One year after people stop smoking, the heart diseases are reduced by 20% .

So, just say “I am never ever going to smoke away my life and health” and be happy!

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

d.   Moving activity “Making sentences”.

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

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

1. 77 per cent of smokers die sooner than their peers (...) So, **the more** people smoke, **the sooner** they die.

2. 66 per cent of people who drink alcohol die young. Therefore, **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. Therefore, **the more fruit** and vegetables you eat, **the longer** you will live.

4. People who are physically fit prolong their life by 24 per cent. So, **the more** you exercise, **the better** for you.

5. All in all, the doctors calculated that those who exercise, eat fruit and vegetables and don't smoke or drink alcohol live 14 years longer than those who don't follow these rules. So, **the sooner** you understand it, **the better and healthier** your life will be.

b.   **Read the rule and check your guesses. Read more in the Grammar reference.**



We use comparative *the ... the* to say that things change together.

4. Add more information to your mind map.

5. Go back to your list of problems (ex. 2c) and rewrite it using *the ... the* structure.

Do you know that...

New Zealand has announced it will outlaw smoking for the next generation, so that those who are under 16 today will never be legally able to buy tobacco.

Lesson 5. I am in good health

Communicative area	talking about medical conditions and illnesses
Active vocabulary	ambulance, ache, burn, a cold, hurt, medicine, pain, painful, painkiller, sore to be ill with, to fall ill

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



- I was slicing the carrots and didn't notice how it happened.
- I've just finished exercising. Probably it was too long.
- I've been making an omelette and touched the pan.
- I've been decorating my room all day long.
- I haven't visited the dentist for two years.
- I got very cold and wet last night on my way home.
- I was helping to move a heavy wardrobe.
- I've eaten too much. Probably something wasn't fresh.
- I have rash all over my body. Is it measles or just allergy?

2. a. Study the following dictionary entries and get acquainted with the necessary terms.



ill [ɪl] – not healthy, because of a medical condition or an injury. The usual American word is “sick”: *He’s been ill for a couple of weeks.*

fall ill / be taken ill (= become ill): *She was unlucky to fall ill on holiday.*

ill with: *Samantha was seriously ill with a fever.*

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

get / fall sick (= become sick)

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

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

b.   Moving activity “Mime an action”.

3. a. Answer the following questions.

1. What do you usually do when you have a headache?
 - a) take painkillers;
 - b) go to bed and sleep;
 - c) drink a lot of water.
2. What do you do if you have a high temperature, runny nose and cough?
 - a) go to bed and get some medicine;
 - b) drink a lot of tea with lemon and raspberry jam and rest;
 - c) get some fresh air and rest.

3. What should you do if you have backache or if your knee or feet hurt?

- a) take painkillers;
- b) keep moving and get easy exercise;
- c) consult a doctor.

4. What do you do if you burn yourself?

- a) put the burn under the cold tap;
- b) put vegetable oil on the burn;
- c) put a plaster over the burn.

5. What do you do if you are seriously ill?

- a) decide which medicine to get and get it;
- b) consult a doctor;
- c) call an Ambulance.



ambulance

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

Lesson 6. How to reduce the spreading of infection?

Communicative area	speaking about hygiene
Active vocabulary	hygiene

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

- 1. The human body is home to some 1,000 species of bacteria.
- 2. We have between 2 and 10 million bacteria between the fingers and elbow. The number of germs on your fingers doubles after you use the toilet.
- 3. If you drop something on the floor but pick it up in less than four seconds, it will be OK.
- 4. It has been found out that the TV remote control is the worst carrier of bacteria worse even than toilet handles.
- 5. Public transport brings you into contact with 5,000 hands, many of which are unwashed!

6. There are more germs on a computer keyboard than there are on your toilet.

7. Germs can stay alive on your hands for up to three hours.

8. Soap and water are the simplest method of cleaning.

9. Most people get colds and flu from handling something with germs on it then putting their fingers in their mouths, touching their noses or touching food that then goes into their mouths or even from rubbing their eyes.

10. 50% of people do not wash their hands after visiting the toilet.

b.   Listen to the information and check your guesses.

2. a. Answer the questions:

1. What do people do at home to minimise the spreading of infection? a) Every day. b) Once or twice a week.

2. What do doctors do to stop the spreading of infection?

3. What happens if people don't practice good hygiene?

b.   Moving activity "Hygiene rules".

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

Hygiene is a medical concept related to most aspects of our living. It helps to prevent or reduce the spreading of disease.

Medical hygiene practices include: isolation or quarantine of infectious people or materials to prevent spread of infection; sterilisation of instruments used by surgeons and dentists; use of protective clothing, such as masks, caps, gloves; proper bandaging of injuries; disinfection; hand-washing. Antiseptics may be applied to cuts and wounds to prevent the entry of harmful bacteria that can cause sepsis. Day-to-day hygiene practices, other than special medical hygiene procedures are very similar.

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

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

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

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

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

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

b. Read the text again and fill in the table on page 95.

Hygiene	Who is responsible?	What do people do?
Medical	Doctors	...
Home	...	...
Respiratory	...	...
Food	...	...

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

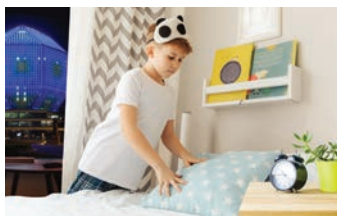
Lesson 7. Sleep tight

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

1. Read the famous saying and discuss it.

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

Benjamin Franklin



2. Answer the questions. Compare your answers with your partner.

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

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



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

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

get along (*intrans.*) – 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 (*intrans.*) – to return: *When I get back from school I have some rest and do my homework.*

get in (*intrans.*) – to arrive: *When did you get in from Brest?*

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

get to (*insepar.*) – to arrive at, to progress to: *I can't wait to get to school.*

get together (*intrans.*) – to meet: *Let's get together tomorrow night.*

get up (*intrans.*) – to rise to one's feet or arise from bed; to climb: *Mary gets up at sunrise to go jogging every morning.*



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

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

Facts

- Sleep is vital to your well-being, as the air you breathe, the water you drink and the food you eat. It can even help you to manage the stress of being a teen.

- Teens need about 9 1/4 hours of sleep each night to function best (for some, 8 1/2 hours is enough). Most teens do not get enough sleep – one study found that only 15% reported sleeping 8 1/2 hours on weekdays.

- Teens often have irregular sleep patterns – they typically stay up late and sleep in late on the weekends, which can

teen = teenager

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;

- Can contribute to skin problems;

- Lead to bad behaviour such as shouting at your friends or being impatient with your teachers or family members;

- Make you eat too much or eat unhealthy foods like sweets and fried foods that lead to weight gain.

Solutions

- Make sleep a priority. Decide what you need to change to get enough sleep to stay healthy, happy, and smart!

- Make your room very comfortable. Keep it cool, quiet and dark. If you need to, get dark curtains. Let in bright light in the morning to tell your body to wake up.

- Having caffeine close to bedtime can hurt your sleep, so avoid coffee, tea, Coca-Cola and chocolate late in the day, so you can get to sleep at night.

- Establish a bed and wake-time and stick to it, coming as close as you can on the weekends. A good sleep schedule will help you feel less tired.

- Don't eat, drink, or exercise within a few hours of your bedtime. Don't leave your homework for the last minute. Try to avoid the TV, computer, and telephone one hour before you go to bed. Have quiet, calm activities, and you'll fall asleep much more easily!

- If you do the same things every night before you go to sleep, you teach your body the signals that it's time for bed. Try having a bath or shower (this will leave you extra time in the morning), or reading a book.

c.   Moving activity "I went to sleep".

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

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

Lesson 8. Keep stress under control

Communicative area

discussing how to keep stress under control

1. Answer the questions:

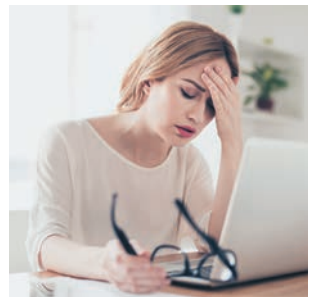
1. Do you sometimes feel that there is a lot of pressure on you?

2. Do you sometimes lose sleep when you are tired?

3. Have you ever thought that these are the symptoms of stress?

4. What do you think stress is?

5. How can you fight stress?



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

What is stress?

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

b. Read the passage and complete the following sentences.

Good stress is... It helps...

Long-term stress is dangerous because ...

Good stress and bad stress

The stress response is critical in emergency situations, such as when a driver has to do something to avoid an accident. It can also be activated when the pressure is on, but there is no actual danger — like taking an exam. A little of this stress can help keep you on your toes. And the nervous system quickly returns to its normal state. But long-term stressful situations can produce a lasting, low-level stress that's hard on people. If the pressure is long-lasting, the body continues to pump out extra stress hormones over a long period. This seriously weakens the immune system.

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

1. Feeling a little stress about a test can motivate you to study hard.
2. Being stressed helps you concentrate on the material you need to learn.

3. Stress is caused by many things like relationship stress, problems with schoolwork, being bullied or exposed to violence or injury.

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

What causes stress overload?

Although stress can be a good thing, too much stress isn't good for anyone. For example, feeling a little stress about a test can motivate you to study hard. But stressing out too much over the test can make it hard to concentrate on the material you need to learn. Pressures that are too strong or last too long can cause people to feel stress overload. Here are some of the things that can influence the body's ability to cope, if they continue for a long time: being bullied or exposed to violence or injury; relationship stress, family conflicts, or the heavy emotions that can accompany a broken heart or the death of a loved one; problems with schoolwork; not having enough time to rest and relax. Some stressful situations can be extreme and may require special attention and care.

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

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

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

Signs of stress overload

People who are experiencing stress overload may notice some of the following signs: panic attacks; a feeling of being constantly pressured and hurried; physical symptoms, such as stomach problems, headaches, or even chest pain; allergic reactions; problems with sleeping; overreacting; sadness or depression. Everyone experiences stress a little differently. Some people become angry and act out their stress or take it out on others. Some people can develop eating disorders or similar problems. And some people who have a chronic illness may find that the symptoms of their illness become stronger under an overload of stress.

g.   Moving activity “Showing emotions”.

3. a. Discuss with your partner.

1. What can you do to deal with stress overload or to avoid it?
2. How can you de-stress?

b. Look at the list of de-stress ideas and discuss what you can say to expand on them.



Take a stand against overscheduling:

- Be realistic;
- Get a good night sleep;
- Learn to relax;
- Treat your body well;
- Watch what you're thinking;
- Solve the little problems.

c. Read the text and check your predictions.

Keep stress under control

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

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

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

- **Be realistic.** Don't try to be perfect – no one is. And expecting others to be perfect can add to your stress level, too (not to mention putting a lot of pressure on them!). If you need help on something, like schoolwork, ask for it.





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

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

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


- **Watch what you're thinking.** Your outlook and thoughts influence the way you see things. Is your cup half full or half empty? A healthy dose of optimism can help you make the best of stressful circumstances.

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

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



resilience – someone's ability to become healthy, happy, or strong again after an illness or a problem

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

Build your resilience


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

Researchers have identified the qualities that make some people seem naturally resilient even when faced with high levels of stress. If you want to build resilience work on developing these attitudes and behaviours:

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

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

by D'Arcy Lyness, PhD

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

Lesson 9. Making a poster

Project ▶

Communicative area






speaking about a healthy lifestyle

- 1. a.** Look at your mind map from page 76. Complete the following sentences.

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

- b.** Compare your sentences with your partner's.

- 2. a.**  Discuss with your partner what else could be added to the *Get active, have fun* part. Write it down.

- b.  Discuss with your partner what else could be added to *Eat well* part. Write it down.
- c.  Discuss with your partner what else could be added to the *Feel good about yourself* part. Write it down.
- d.   Moving activity “Health idioms”.
3.  Work in pairs. Look at the poster. Describe it. You can use your mind map. Write a text that could accompany the poster and give wider explanation to the ideas that are depicted there.



A healthy lifestyle...
It's your choice!

Regular physical activity will...

Get active, have fun!

- Increase energy and lower stress...
Change how you look and feel.

Eat well...

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

Feel good about yourself

- Healthy bodies come in many shapes and size.

4. Answer the questions.

1. What information about healthy way of life has not been included? Why?
2. What information would you like to include? Why?

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

Lesson 10. Culture corner. COVID-19 – staying healthy in a lockdown or during home isolation

Communicative area

speaking about COVID-19 pandemic

Active vocabulary

pandemic, isolation, to test positive, to spread virus

1. Discuss the following questions with your partner.

1. Why was it necessary to stay in isolation during COVID-19 pandemic?
2. Why did some countries have lockdown?
3. What advice would you give people if they have to stay at home for a long time?

2. Listen to a doctor speaking about physical and mental health during lockdown and say what his seven tips are.

3. a. Read the text and find two tips, which were not mentioned in the doctor's comments.

1. Stick to a routine

Plan out a routine and stick to it. Having structure in your day gives you a sense of stability and peace of mind. For example, get up and go to bed at the same time you usually would and have your meals at the usual time. Make sure you get your normal amount of sleep. Plan different things for your weekend or day off, if working, so you can get a break from your routine, just as you normally would.

2. Get a daily dose of fresh air

Go outside for some fresh air but stick to your garden or balcony so as not to spread the virus to other people. Even just having a walk around the garden or sitting outside with a cup of tea and a book will make you feel better.

3. Eat healthy food

Make sure you're getting your 5 plus a day of fruit and vegetables to stay healthy. Avoid unnecessary snacking which is easy to do when you're at home. Keep your eating habits as close as possible to what you would usually do.

4. Stay in touch

A lack of face to face contact with others is tough. However, there are lots of other ways to stay in touch. Pick up the phone, video call friends or family and stay in touch online. You could also throw a virtual party where a group gets together online. There are also lots of resources and ideas on the internet to keep you occupied and connected.

5. Exercise inside regularly

Set aside time each day or week to exercise inside. It could be yoga, weights, dancing or other forms of exercise. There are many websites offering free virtual exercise classes.

6. Have fun

If you suddenly have more free time than ever, remember to do something you enjoy. Watch a film, do some puzzles, play some board games, read, redecorate your room, start to learn a language or do anything else that will put a smile on your face.

7. Have a digital break

While it's important to stay connected digitally, make sure you do have a break from it and balance your use. Plan times to be digitally connected and times when you switch to "do not disturb" and become involved in other activities.

8. Healthy balance of news

It's tempting to keep checking all the latest updates about COVID-19 but don't let it rule your life. Keep informed but also have a break from the constant flow of information. Have set times when you check the news, maybe morning and night to keep a healthy balance.

9. Seek medical attention if needed

If you feel unwell and need to see a doctor, or you suspect you have COVID-19, then phone your GP (general practitioner=doctor) to make an appointment or phone the dedicated Coronavirus Healthline on 0800 358 5453 for advice.

adapted from healthnavigator.org.nz

b. Read the text again and discuss which tips you find useful and which tips are easy or difficult to follow.

4. Make a list of tips for your family for COVID-19 pandemic or any virus epidemic. Use the tips from the text and add at least two new tips. Compare your list with your partner's. Present your tips to the class. Explain your choice.

Lesson 11. Speaking club. Round table talks

Communicative area

discussing quotes about a healthy lifestyle

1. Work in groups of three. Compare your mind maps and choose the most appropriate. Add more words to your mind map. You have three minutes.

2. Read the quotes on pages 107–108 and choose the one you would like to expand on. In pairs discuss what you would like to say to prove the idea.

Health is a state of complete harmony of the body, mind and spirit.
B.K.S. Iyengar

To ensure good health: eat lightly, breathe deeply, live moderately, cultivate cheerfulness, and maintain an interest in life.
William Londen

Physical fitness is the first requisite of happiness.
Joseph Pilates

To keep the body in good health is a duty...otherwise we shall not be able to keep the mind strong and clear.

Buddha

It is health that is the real wealth, and not pieces of gold and silver.

Mahatma Gandhi

Health is a state of complete mental, social and physical well-being, not merely the absence of disease or infirmity.

World Health Organisation

The doctor of the future will give no medicine, but will instruct his patients in care of the human frame, in diet, and in the cause and prevention of disease.

Thomas Edison

I have chosen to be happy because it is good for my health.

Voltaire

Remain calm, because peace equals power.

Joyce Meyer

Healthy citizens are the greatest asset any country can have.

Winston Churchill

A good laugh and a long sleep are the best cures in the doctor's book.

Irish proverb

Lesson 12. Progress check

**Communicative
area**

revising the material of the unit

I. READING

1. Read the text and find the most serious reasons why fast food may be dangerous.

Fast food can be delicious silent killer



Our world is very fast. It's getting faster and faster. People don't have enough time for doing important things. This also includes cooking and eating food. Fast food is easy and convenient. It takes less time to get it and many people like its taste. But! Many people are overweight and don't understand why. The role of fast food in putting on weight is very important. Food if it is not home cooked has a lot of additives (*пищевые добавки / харчовыя дабаўкі*). Foods like pastas, pizzas, burgers look nice and taste nice because of artificial colourings, flavourings (*ароматизаторы / араматызатары*) and preservatives (*консерванты / кансерванты*).

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

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

1. Why does fast food look nice and tasty but may be dangerous for your health? Find the answer in the text and read it aloud.

2. Why are people who love fast food often overweight?
3. Does fast food provide any benefits to the body?

II. LISTENING

1.   Listen to the conversation and answer the questions below.

1. What problem does the patient have?
2. How long does the patient usually sleep?
3. What does the doctor recommend?

III. SPEAKING

1. Speak about the facts that influence your health.
2. Why is it important to sleep well?
3. What questions would you ask a doctor if you had flue?
4. Give advice to those who smoke.
5. Why do people speak about healthy lifestyle so much these days?



4 UNIT

THE WORLD OF FASHION

Lesson 1. Zips or buttons?

Communicative area

describing people's clothes (details, patterns, shape); expressing and reasoning preferences in clothes

Active vocabulary

sleeve, button, zip, collar, hood; polka-dotted, floral, plain; loose, smart, casual, material, pattern, outfit, baggy, tight

1. a. Look at the pictures of 7 different outfits on page 112 and choose three that you like most.



clothes [kləʊðz] – the things that you wear, such as trousers, dresses and jackets;

an item of clothes – one thing you wear, e.g. a hat, a dress;

an outfit ['aʊtfɪt] – a set of clothes that you wear together, especially for a particular occasion, e.g. for a party, for sports and fitness, etc.



1



2



3



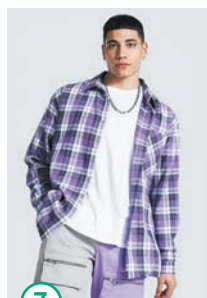
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5






6



7

b. Compare your choice with your partner. Are there any outfits you both like? Say which outfits look **smart** and which look **casual**.



smart = more formal, casual = not formal

2. a.    These outfits come from the TV fashion show *Catwalk*. Listen to the designers presenting their clothes. Match the designer (A–G) to the outfits (1–7). While listening write down the words that helped you understand which outfit is described.

Example: 1-D words: long, warm, pockets, dark-blue, etc.

b. Read some designers' descriptions and fill in with the words from the box.

sleeves ♦ hood ♦ floral ♦ plain ♦ loose ♦ polka-dotted ♦
collar ♦ buttons ♦ baggy ♦ tight ♦ zip

c.   Listen again and check your ideas.


A. It's ideal for chilly autumn days. It's long, so it keeps you warm and if it gets really chilly you can cover your head with the (1. ...), and you can hide your hands in the big pockets. It's got eight large decorative buttons. Huge (2. ...) on a coat are a fad this season! For this collection I used (3. ...) material, no patterns or other colours. Just plain dark blue. Simple, stylish and elegant.

B. If you wear it, you'll be the centre of attention! It's bright and very smart at the same time! It's got long loose (4. ...) and a big (5. ...). The collar and the cuffs are of a contrasting colour. The shirt is ideal for a day in your office or a day out. Girls, beware!

C. It's a nice outfit for a warm spring day. The blouse isn't (6. ...) or (7. ...), it fits the body well. It's because of the (8. ...) that goes from top to bottom. The sleeves are also (9. ...) and long. The (10. ...) pattern makes the blouse look romantic. The skirt matched the blouse well as it is simple, knee-length and has no pictures or design on it. A floral top and a plain skirt is an excellent outfit to wear to work or school.

D. It's the most romantic outfit in the collection! The top is really very simple – no buttons, no pockets, but it looks as if it's made for a princess. The bright white colour and the material makes it look so very romantic! The long (11. ...) skirt works well with the top.

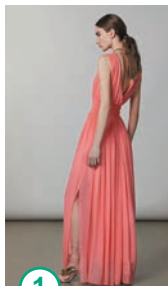
3. a. Match the words from ex. 2b with the pictures on pages 113–114.

b.  Which words are missing? Can you guess the words? Write in your exercise books. If necessary ask your teacher for help.

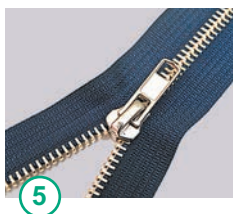
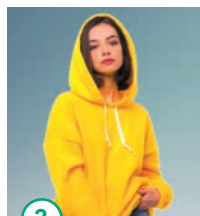
Shapes



Length



Details



Patterns



c. Look at the words in your exercise book and circle which words are new for you. Now think about an item of clothes you or someone of your family / friends has that you can describe using the words you circled.

Example: Baggy loose ...

I don't have any loose jeans, but my sister loves them.

d. Look back at the pictures in ex. 1a and in pairs describe what clothes items you see using the words from ex. 3b.

Example: *Picture 1: the man is wearing a stripy shirt and a polka-dotted tie. He has a white collar.*

4. a.  Moving activity "Change your seat".

b.  Play a guessing game.



1. On a strip of paper write what you are wearing today. You can describe the outfit or just one item.

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

2. Put all the strips into a hat / a box. 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.

Tip: When they're reading your description or if you are reading yours, don't show it to the others.

5. Remember which three outfits you chose in ex. 1a. Tell your partner what you particularly like about them.

Example: *I like the first / second / ... outfit because this stripy shirt is stylish / beautiful / cool / etc.*

Lesson 2. Dress to impress

Communicative area	describing the clothes that suit people
Active vocabulary	cotton, flax / linen, silk, wool / woollen, denim, leather, lace, fur, to pair (well) with, to combine (well) with, to work (well) with, to fit, to suit, to match, be / look perfect / ideal with, be a fad, be a must-have

1. a. Look at the photos. Do you think both outfits look stylish? Why (not)?



b. Describe the outfits using the vocabulary from Lesson 1. Who can make more sentences?

a tee = a T-shirt (*informal*)

c.   Listen to a conversation of two experts of a fashion show *Dress to impress*. Answer the questions below.

1. What didn't the experts like most about the outfit in picture 1?
2. What did the experts like most about the outfit in picture 2?
3. In the two pictures is it one and the same person or two different people?

d. Do you think it's important to teach people how to dress and combine clothes? Why (not)? Would you like to take part in *Dress to impress*?

2. a. Look at the list of clothes items Jane was wearing. Match the in words bold with the pictures.

a) **silk** greyish shorts;

b) a **cotton** jacket;

c) **leather** shoes;

d) a **denim** cap;

e) a **linen** skirt;

f) a **woollen** jacket.



fur



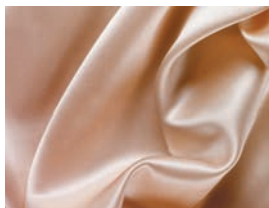
1. ...



2. ...



3. ...



4. ...



5. ...



6. ...



lace

b. Look at the outfits in Lesson 1, ex. 1 and say what materials they are made of.

c. Think about your clothes items. Tell your partner about the materials they're made of.

3. a. Look at the phrases that help describe good and bad clothes combinations. Answer the questions below.



to pair (well) with smth
to combine (well) with
to work well with
to fit
to suit

to match
to be / look perfect / ideal with smth
to be a fad this season
to be a must-have

1. Which phrases say that two / three items of clothes look nice together in one outfit?
2. Which phrase says it's important to have this thing?
3. Which phrase says it's something fashionable?
4. Which phrase says it's your size of clothes?
5. Which phrase says it's your style of clothes?



b. Find and correct the mistakes in the sentences.

1. This cotton jacket suits her bag.
2. These leather boots are a must-to-have this winter.
3. A white tee always works good with casual and smart outfits.
4. Dark denim dresses are a fashion this year.
5. That lace collar doesn't fit her. It looks strange with her grunge style.
6. Linen outfits always look perfectly in summer.

c. Imagine you're an expert of *Dress to Impress*. Use the phrases to talk about 2 models from Lesson 1 ex. 1.

Example: Her woollen jumper pairs well with the denim trousers.
Her silk scarf suits her and matches with the bag and the trousers.

4.   Moving activity "Guessing game".

Lesson 3. What a nice silk blouse you are wearing!

Communicative area	describing an item of clothes, giving and taking compliments
Vocabulary revision	Lessons 1 and 2
Active grammar	order of adjectives

1. Work in pairs. Look at the clothes items below. Name the material / patterns / details / size of each item without naming the item. Let your partner guess.

Example: – It's silk.

– Is it a blouse? Number 2.

– No, it's baggy.

– It's number 4. It's a shirt.

– No, it's brown.

– Oh, it's Number ...





9



10



11



12



13




14



15





16

2. a.   Listen to eight people who are buying one of the items in ex. 1. Match the speaker with the clothes item.

b.   Listen again. Fill in the missing words.

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

c.   In what order do we use adjectives in English? Look at the examples in ex. 2b and complete the order. Read more in the Grammar reference.



Opinion adjective	nice, ...	
Fact adjectives	<i>s... / length</i>	big, ...
	<i>shape / silhouette</i>	loose, ...
	<i>details</i>	sleeveless, ...
	<i>c...</i>	red, ...
	<i>pattern</i>	checked, ...
	<i>m...</i>	cotton, ...

d. Add one more adjective to each category from the sentences in ex. 2b.

3. a.  Look at the items of clothes in ex. 1 and make three outfits. Use at least two adjectives for each item. Use the phrases from Lesson 2.

Example: This grey hooded cotton T-shirt pairs well with the silk baggy trousers.

b. Work in small groups. Read your descriptions and choose 2 best ones. Then share with the whole class.

4. a.   Listen to three short conversations. Answer the questions.

1. What does the speaker in each conversation like about their friends?

2. Are the people *congratulating* someone, *complimenting* someone or *arguing with* somebody?

b. Look at your groupmates and think about an item of clothes you can compliment them about. Make notes about the adjectives you can use.

c.   Moving activity “Compliments”.

Lesson 4. A shopaholic in action

Communicative area	asking for a different item when shopping
Active grammar	another, other, the other

1. a. In pairs look at the words and give examples of such places in Belarus.

a department store, a flea [fli:] market (people sell things they don't need),
a shopping centre / mall, an online shop,
a second hand shop, a boutique [bu:'ti:k].

b.   Moving activity "Find someone who".

c. Report your answer to the class. Use the phrases from the box to help you. What's the most popular way of buying clothes in your class?

Help box

Only some students in our group...
The majority of the class...
A few people...
Nobody...

2. a. Look at the photo. This is Rebecca. Guess what she likes doing most of all?

b. Read and check your ideas.

Rebecca or Becky Bloomwood is a fictional character from the *Shopaholic* series of novels by British author Sophie Kinsella. She's an idealistic, but intelligent and hard-working journalist. The books tell about her



adventures in shopping and life. And as you have already guessed she can't live without shopping which gets her in troubles from time to time.

c. Have you ever watched this film or read this book?

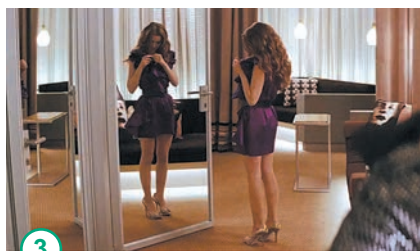
3. a.   Listen to the conversation of Rebecca and a shop assistant. Put the pictures in the correct order.



1



2



3

b. Can you guess what the problem is at the end of the conversation?

c. Look at some sentences from the conversation. Pay attention to the words in bold. Answer the questions (a – c).

1. *Excuse me, do you have it in another colour? I look boring in that green dress.*

2. *We have a smaller size only in blue or violet. – I like the blue gloves. But the other pair looks fantastic!*

3. *So many other people have tried it on, and it suits you the most.*

a) How many colours of dresses are there in the shop, two or more?

b) How many colours of gloves that fit Rebecca are there in the shop, two or more?

c) How many people have tried the green scarf before, two or more?

- d.   Complete the rule. Read more in the Grammar reference.



When we ask for a different thing or person:

- we use ... if the choice is big, and we ask for one more item that is a singular countable noun;
- we say ... if the choice is big, and we ask for a different item that is an uncountable or a plural countable noun;
- we say ... if you make a choice between two items.

- e. Read Rebecca's thoughts in the shop. Complete using **other** / **another** / **the other**.

1. I need this dress, I have many ... dresses in my wardrobe, but they aren't that beautiful.

2. I need these gloves. I have a bag of exactly the same colour and no ... gloves will match it so perfectly.

3. I need that scarf. Of course, I have ... green scarf at home, but it's not silk, and it's old.

4. I don't have enough money. What should I leave, the gloves or the scarf? I can have one or ..., but not both.

4. Discuss in pairs.

1. Do you have any friends or relatives who are shopaholics?
2. What do they buy? Is it good or bad? Why?
3. How can you help a shopaholic?

5. a. Look at the phrases and decide who is speaking: the **customer** or the **shop assistant**.

a) Follow me please. The dresses are over there. What colour would you like?

b) Hello. Can I help you?

c) Yes, please. I'm looking for a dress I can wear to a birthday party. Something not too long, but elegant.

d) Mmm. I'm not sure. I like... green.

e) Here's another colour.

f) Sure. How about purple? I think it'll look great on you. Is the size alright?

g) What size are you?

h) Yes, S is just right.

i) OK. Here you are. Would you like to try it on? The fitting room is over there.

j) Good, you can pay over there.

k) OK, thanks. Excuse me, do you have another colour? I look boring in that green dress.

l) Oh, it's perfect! It matches my hair and makes me feel like a queen! I'll take it.

b. Work in pairs. Put the sentences in order.

c.   Listen and check.

6. a.  Write down an item of clothes you'd like to buy.

b. Work in pairs. One is a shop assistant, the other is a customer. Make a conversation using the phrases from ex. 3a.

c. Swap roles.

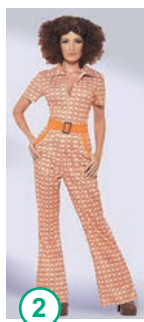
Lesson 5. Granny's fashion

Communicative area

speaking about preferences in fashion

1. a. Look at the photos on pages 125–126 showing fashion in different decades of the 20th–21st century. Guess when they were taken.

the 50s the 60s the 70s the 80s the 90s the 00s





b. Discuss in pairs.

1. What did people use to wear then (length, shape, details, colours, patterns, materials)?
2. Which outfits from the pictures would you wear today?

c. Match the photos to the words in the box.

Example: Abstract patterns were in fashion in the 60s.

Abstract patterns, contrast colours, a narrow waist, miniskirts, broad shoulders, crazy haircuts, disco style, casual look, elegant look, natural colours, high boots

2. a. Read the emails from Claire to her granny and her granny's answer. What's granny's main idea about clothes and fashion?

1. What your grannies wore was cool.
2. It's easier to be fashionable today.
3. Clothes don't matter.

nan = grandma



Hi, nan!

Hope you're well and so is the grandpa. Sorry we can't visit you for your birthday because of the COVID-19 pandemic. It's so sad...

Do you remember you promised to write about what the fashion was like when you were a school girl and what you were wearing back then. Really need it for my fashion Instagram.

Claire. ❤️❤️❤️

Hi, love!

It's breaking my heart not to see you this year. Hope we'll meet soon.

Sure, here's what I remembered, but mail me, if you want more. Remember your nan hates those Skypes and Zooms of yours. 😊

I started school in the early 60s, so I was 16 in the mid 1970s. I remember that we cared about fashion a lot. Back then we didn't have Fashion TV or a lot of fashion magazines, or fashion Instagram bloggers that you have today. And we weren't very excited with what we could buy in clothes shops either. In my class there was a girl whose parents were working in the fashion business, so her clothes always looked cool. I secretly copied her style and thought I was cool too. I liked my blue jeans and a baggy jumper that my granny knitted for my 16th birthday. I also liked my polka-dotted dress and polka-dotted blouse. Polka-dots were very popular then! We wore both skirts and trousers but when I was 16, trousers were becoming more and more popular with girls. I liked trousers much better – they were very casual and comfortable, but I also wore skirts. The funny thing about skirts is that they had become shorter by the time I finished school, but I never liked them. I wore knee-length and longer skirts. I thought my legs looked nicer with them. 😊

You also asked about fashion trends. Well, we had a lot of hair! Even when the hair was short we made it look as if we had a lot of it – we used hair driers to make our hair stand up and look bigger. Guess you would think your nan's got crazy if you saw me with such hair now. How fast are things changing... As for the fashion today it's different for adults and teenagers. It has always been like this, but in general I think that when I was young we didn't have a big choice of colours, materials and designs that were OK to wear. We didn't understand then that one design wouldn't look good on everybody – on tall and short, skinny and plump people. Now you have more freedom to express yourself in your clothes, so many opportunities. Almost any colour or material or shape can look OK on people. Now it's more important how people put items of clothes together and what style they choose for different occasions.

Love you, dear. ❤️❤️❤️

b. Read the emails again and choose the correct answer.

1. Claire's granny was finishing school...

a) in 1960s; b) in 1970s; c) in 1980s.

2. She learnt what was in fashion...

a) from Fashion TV; b) from magazines; c) from classmates.

3. She preferred ...

a) miniskirts; b) skirts; c) trousers.

4. They made their hair look...

a) very short; b) bushy; c) colourful.

5. The granny thinks today it's important to be able to...

a) match colours; b) match clothes items; c) be fashionable.

c. Find similarities between what you read in the email and what you can see in the photo in ex. 1a. Are there any differences?

d.  **Moving activity "Which decade".**

3. a. Do you agree with the sentence? Discuss in pairs.

Fashionable clothes aren't often stylish and elegant.

b. Look at the phrases in the box. Match with the synonym.

fashionable

stylish

voguish

classy

trendy

groovy

snazzy

c. Make 2–3 phrases about what is fashionable and / or stylish now using the words from ex. 3b.

Example: A lot of men today say that wearing jeans with a white shirt and a formal jacket is voguish.

4. Imagine it's 2035 now and your son or daughter wants to write about what their parents wore when they were teenagers. What would they write? Report to the class. You can use the text in ex. 2a as a model.

5. a. Work in pairs. Think about the time when your parents or grandparents were your age. Discuss the following questions.

When (what decade) were your parents teenagers?

1. What clothes were popular?
2. What colours were popular?
3. What patterns were popular?
4. What clothes did they use to wear?
5. What were their favourite items or outfits? Why?

b. Work in groups. How different is youth fashion today?

Lesson 6. Fashion icons

Communicative area

discussing modern fashion trends, interviewing, asking polite questions

Active grammar

indirect questions

1. Look at the photos of people below. Who are they? Have you ever seen these photos before?





1



2



3

2. a.   Listen to an interview with a fashion expert Andrew Carter and answer the questions.

1. Who are these people?
2. Why did Andrew talk about them?
3. Which one outfit from the photos didn't Andrew talk about?


b. Read the sentences below. Listen again and mark the statements as **true** or **false**. Make notes of words and phrases that helped you understand.

1. Andrew thinks all boys should love football, not fashion.
2. His interest in fashion comes from his family.
3. Andrew's idea of a fashion icon is not only fashionable, but a socially active person.
4. The interviewer thought Andrew would put three men into his icons list.
5. Two items of clothes from Michael Jackson are popular with fashionable people today.
6. Audrey Hepburn's famous "little black dress" comes from a film.
7. Her bags and sunglasses styles are popular today.
8. Princess Diana's dress was a typical dress for a princess at that time.

c. Do you like any of the clothes items from the photos? Would you wear any of them? Tell your partner.

3. a. Look at three pairs of questions from the interview. In what way are they different?

1. a) Could you tell us how you became interested in the history of fashion?
b) How did you become interested in the history of fashion?
2. a) Our listeners would like to know why Michael Jackson is on the list?
b) Why is Michael Jackson on the list?
3. a) I wonder if they can ask you their questions in the comments here?
b) Can they ask you questions in the comments?

b.  Questions 1a and 2b (ex. 3a) are called **indirect questions**. Questions 1b and 2a are called **direct questions**.

1. What's the role of the underlined part of the indirect questions?
2. What introductory phrases can we use to start an indirect question?
3. What's the word order in direct and the main part of indirect questions?
4. Do we use auxiliary verbs in the main part of indirect questions?
5. When the direct question starts with the question words (what / where / when / why / who) do we use them in the indirect question?
6. When the direct question starts with an auxiliary verb (do / does / is / did / have) what do you use in the indirect question after the introductory phrase?

4. a. Transform the questions below into indirect questions.

Example: – *Do you care about fashion?*
– *I was wondering if you care about fashion.*

1. What is more important: fashion or style?
2. Are trendy clothes always comfortable?
3. Can people have individuality in trendy clothes?
4. How do you choose clothes?
5. Ideally, would you buy or make clothes?

b. In pairs ask the questions from ex. 4a using indirect questions.

c.   Moving activity “Memory game”.

5. You are going to make up a TV interview with a famous fashion expert. Work in groups of three. Decide who's going to be journalists and an expert.



STEP 1: Journalists: prepare your questions. Make them sound more formal and polite by using indirect structures.

Experts: Think over your fashion preferences and trends, ideas and people you think are fashion icons. Decide what makes them unique.

STEP 2: Rehearse your interview.

STEP 3: Watch your groupmates' interviews. Be ready to ask one or two extra questions. Decide which expert is more knowledgeable and whose YouTube channel or Instagram you'd follow.

Lesson 7. To follow or not to follow fashion?

Communicative area

writing your opinion about youth fashion

Active vocabulary

linking words

1. a. Read the quotes about fashion. In pairs discuss if you agree or disagree with them and why.

b.  In pairs write two – three interesting ideas about fashion that you discussed in ex. 1a.

What you wear is how you present yourself to the world, especially today, when human contacts are so quick. Fashion is instant language.

Miuccia Prada

Fashion is what you're offered four times a year by designers. And style is what you choose.

Lauren Hutton

I always find beauty in things that are odd and imperfect, they are much more interesting.

Marc Jacobs

Fashion is the armour to survive the reality of everyday life.

Bill Cunningham

I don't design clothes. I design dreams.

Ralph Lauren

2. a. Look at the photos. Do you know these people? What are they famous for? Do they have to follow the fashion? Why?



Sia



Dwayne
Johnson



Lionel
Messi




Billie
Eilish

b.  What are the advantages and disadvantages of following the fashion if you're a celebrity. Write down 2–3 ideas for each.

Example: If you're famous many great designers would be happy if you choose to wear their outfits. This would make them famous too so they're ready to create clothes specially for you.

3. a.  Think about ordinary people like we are. Many of us choose to follow the fashion. In pairs write down 2–3 advantages and disadvantages of following the fashion for an ordinary person.

b. Change pairs. Compare your sentences with a new partner and add any new ideas you hear.

4. a.  You will write an essay expressing your opinion on following fashion.

To make it look logical and clear you need to use linkers (page 134).

Look at the linking words in the box. Which do we use to add information? Which to contrast?




and	Moreover	as well as
in addition	Furthermore	still
Although	but	from another point of view
However	besides	not only ... but also
In spite of this	in spite of the fact that	on the other hand
What's more	Though	

b. Complete the sentences with the linking words from ex. 4a. Sometimes several variants are possible.

1. I always read fashion magazines. ... I never miss any fashion shows on TV. 2. Following the fashion can be exciting, ... becoming a fashion slave is ridiculous. 3. ... my friends say I have a sense of fashion I'm not always sure about what clothes suits me better. 4. Fashion makes people feel obsessed. ... It affects people and makes them spend a fortune on trendy items that lasts for a short time. 5. Trendy clothes help me feel more confident and make me the centre of attention. ... It takes a lot of time and effort to keep up with new styles.

c. What sentences do you agree with? Compare with your partner. Explain why you disagree with other sentences.

d.   Moving activity "How do they link?"

5. a.  Write a draft of an essay expressing your opinion on following fashion. Use the plan below to help you. While writing the essay use your ideas from ex. 1–3.




1. Introduction: write some general ideas about following fashion trends.

2. Paragraph: write about the advantages of following the fashion.

3. Paragraph: describe the disadvantages of following the fashion.

4. Conclusion: express your personal opinion about following youth fashion. Briefly explain why.

b. Read your essay and add the linking words from ex. 4a.

6.  Re-write your essay. Your teacher will allow you to read the essays of your groupmates. Read and say which essays you liked best.

Lesson 8. School uniform: pros and cons

Communicative area

expressing opinion on school uniform

1. a. Look at the pictures of schoolchildren from all over the world (pages 135–136). Match the country names to each picture: Vietnam, the USA, Uzbekistan, Australia, Kenya, England.





b. Discuss in pairs:

1. Why do the school styles differ from country to country? What do they have in common?
2. Which school uniform is similar to the uniform in Belarus? Describe it.


2. a. Read the description of a school uniform and find it in the picture.

Boys	Girls
—	<i>Jewellery + makeup</i>
	A single gold or silver stud may be worn in each ear. No other type of jewellery may be worn. No makeup, no nose piercings.
<i>Hair</i>	
Extreme hairstyles are not allowed, skinheads or pattern cut into hair or brightly coloured dyed hair.	Extreme hairstyles are not allowed.
<i>Shirt</i>	
White – must be tucked into trousers. Any undershirt must not be visible.	White – must be tucked into skirt/trousers. Any undershirt must not be visible.

Boys	Girls
<i>Tie</i>	
Must be worn up to the collar and the bottom of the tie must reach the top of the trousers.	Must be worn up to the collar and the bottom of the tie must reach the top of the skirt/trousers.
<i>Jumper</i>	
Black optional	Black – optional.
<i>Blazer</i>	
To be worn at all times unless given permission.	To be worn at all times unless given permission.
<i>Trousers</i>	<i>Skirt / trousers</i>
Black, not denim.	Skirts should be plain black, not pleated, worn 5 cm above the knee. Trousers can be worn, black, not denim.
<i>Socks</i>	<i>Socks / tights</i>
Plain black or white.	Plain black or white socks or black tights.
<p>All students will have to wear their blazers at all times – on corridors, in the dining room, etc. No blazer can be removed in class without a teacher’s permission.</p> <p>Students are expected to wear uniform. A note must be brought from home if they need to be excused from wearing an item of uniform.</p> <p>If students wear inappropriate footwear, we provide shoes which must be worn instead.</p>	

b. Work in small groups. Discuss how different the rules in your school are.

c. Do you think students in this school like the uniform and the rules? Why (not)?


3. a.  **Work in pairs. In your exercise book make two columns: for and against. Write down 3–4 ideas for and 3–4 ideas against school uniform.**

b. Now look at the list of arguments below. Add them to your list.

- we all look smart every day;
- if everyone wears the same, it can sometimes be difficult to tell who is who;
- uniform takes ages to put on and get off;
- if we don't get it washed quick enough, we will run out of school uniform;
- it makes us feel proud to represent the school;
- school uniform is more expensive than our own clothes;
- uniform means that we are secure / safe;
- in our own clothing, people will wear brands to feel superior;
- our own clothes may be inappropriate or dangerous;
- it doesn't matter what you wear in class so long as you are comfortable;
- on a school trip, people will know who we are (can compliment us or help us if we get lost);
- we don't need to think about what to wear in the morning and therefore don't waste time;
- our own clothes will not get messy or dirty if we wear school uniform;
- it shows that we are responsible and ready to learn;
- poorer kids will feel more confident;
- our own clothes show our personality;
- wearing our own clothes is less trouble because mums have to spend ages washing and ironing;
- in the cold, school clothes aren't warm enough;
- if we feel good / smarter in school uniform, then we will work harder;
- if we wore our own clothes all week, we wouldn't look forward to wearing them on the weekend;
- it looks better if everyone is wearing the same;
- wearing your own clothes teaches you to be responsible for how you look;
- our own clothes are cool and trendy;
- in uniform, we look the same every day for five days a week;

- everyone is wearing the same, which means we are all equal;
- white uniform shirts get dirty too easy – we wouldn't wear white if we had the choice.

c.   Listen to seven opinions on school uniform. Are they **for** or **against** school uniform?

d.   Listen again. Which of the arguments in ex. 3b do they support?

4. a. Are you **for** or **against** school uniform? Why? Work in pairs. Choose the arguments you agree / partly agree / disagree / completely disagree with. Explain your choice.

b.   Moving activity “Class survey”.

5. Have class debates on whether your school needs uniform.



1. Pick a card with your role (supporters, opponents, judge, time / turn-keeper).
2. Study the list of vocabulary and prepare your speech/arguments.
3. Start the debates.



Lesson 9. School uniform design

Communicative area

making a presentation

BEFORE THE PRESENTATION LESSON

1. You are invited to take part in a designers' competition to create a new school uniform specially for your school.

2. Work in groups of 2–3 students. Think about:



- clothes items in your school uniform for girls and boys;
- clothes items for winter and for warm weather;
- colour(s);
- materials;
- any patterns allowed;
- any details you would like to add.

3. Search the Internet for the photos / pictures of the school uniform you like.



Add more ideas for ex. 2 and choose some pictures to illustrate your ideas

Or

If there are members of your team who can draw, they can create their pictures.

4. Together write a text describing your uniform. Use your ideas from ex. 2 and 3.

5. Decide how you will present your project:

1. Do you make a poster / an electronic presentation / create a model?

2. Who will be the speaker(s)? Ideally, it's nice if you share parts of your projects and let all the group members to say something.

Rehearse your presentation.

IN THE PRESENTATION LESSON

1. With your teacher decide on the order of your presentations.

2.  Prepare to take notes (see Photocopiable materials).

Names of the students in the group	Info about the uniform (colour, items, details, etc)	What do you like about the uniform?
1
2
What questions do you have about the uniform?	Did you like the presentation? Was it easy to understand? Did the students speak or read?	Tick if you would wear this uniform
...
...

3. Listen to your groupmates and take notes. Please note you can put 2–3 ticks in the last column.

When a group finishes, ask them the questions if you have any.

4. Look at your notes. In pairs discuss which uniform you liked / didn't like and why.

5. Your teacher will give you two pieces of paper.



1. Write the names from the group whose uniform you liked most.
2. Write the names from the group whose presentation you liked most.

Vote secretly. Your teacher will collect your papers, count and say who the winning group is.

Lesson 10. Culture corner.

To dress like a queen

Communicative area

talking about fashion rules in the royal family

1. a.  When you hear someone saying **She dresses up like a queen** what do you think of? Write down 3–4 words and phrases that come to your head.

b. Look at the photos of Elizabeth II. Do your words and phrases match with the photo? Discuss in pairs.



1. Do you like her Majesty's outfits? Why (not)?
2. If you were a queen / a king, would you wear something similar?
3. Imagine your grandma wears something of the kind. How would you react?

2. a. In pairs make 2–3 guesses why Elizabeth II wears such colourful clothes.

b. Read the article and check your guesses. Were you right?

The reason queen Elizabeth wears so many bright colours

The Queen has a very particular sense of style that always attracts attention. She loves a good hat; her black handbags usually match her sensible shoes; and she often wears gloves to

her various occasions. But most notably, the British monarch is almost always dressed in a rainbow of colours. If you look carefully, it turns out that the monarch likes to always keep her outfits bright.

Yes, every once in a while she'll choose a darker outfit for a sad and serious occasion, or an olive grey jacket for a horseback ride on the grounds of Windsor Castle. But for public events, her typical colour palette is different. According to Robert Hardman, the Queen's biographer, she only wears neutral colours when she is relaxing at home but not at public events that require a smarter dress code.



And no, it's not a fashion statement or a fashion choice!

The real reason for the Queen's bright-coloured looks is actually very sensible – and touching. This is done so that her royal fans can easily spot her in a crowd. The Queen's daughter-in-law Sophie, Countess of Wessex, also explains in the documentary *The Queen at 90*, “She needs to stand out for people to be able to say ‘I saw the Queen’. Don't forget that when she turns up somewhere, the crowds are two, three, four, 10, 15 rows deep, and someone wants to be able to say they saw a bit of the Queen's hat as she went past.”

Robert Hardman even quoted the Queen once as saying, “I can never wear beige because nobody will know who I am.” Sali Hughes, the author of *Our Rainbow Queen: A Tribute to Queen Elizabeth II and Her Colourful Wardrobe*, also told *Good Morning America* in an earlier interview how “much thought” goes into every single look.



Turns out, the Queen's famous remark “I have to be seen to be believed” might be more literal than we even thought.

Of all colours, the Queen's most used colour is blue (29 % of occasions), followed by florals (13 of occasions), while green and cream are the third (11 of occasions each), according to an analysis by *Vogue*.

It's something her granddaughter-in-law Kate, the Duchess of Cambridge, has already started to mimic. On the royal tour of Canada, for example, Kate was seen wearing bright red several times, again, because she wanted the crowds to be able to see her.



c. Read the text again, are the statements true or false? Find the parts in the text to support your choice.

1. You can never spot the Queen wearing dark colours.
2. The Queen always wants to look fresh, healthy and fashionable.
3. It's the Queen's choice not to wear colours like beige.
4. The Queen has a huge wardrobe of colourful clothes and chooses any in the last minute before the event.
5. The Queen's second favourite outfit colour is pink.
6. Kate Middleton started using Queen's colourful trend as an example.

d. What do you think about Queen's choice now? Tell your partner.

3. a. Do you think there are other royal fashion rules? In groups make a list of the rules you think the royal family has.

b.  Search the Internet for the rules and compare with your ideas. How many did you get right? Which rules surprised you?

c. Do you think it's easier to follow school uniform rules or royal fashion rules? Why?

d.   Moving activity "Truth or lie".

4. You will create your fashion rules. Work in pairs.



1. Your teacher will give you a word, it can be an adjective or a noun, or a verb.
2. Make a fashion rule using this word. You will have only a minute to do it. Rules can be funny or ridiculous, or clever.

E.g. the word is “a cat” – Always have a print of a cat on your clothes. Or you must have a cat in your bag every time you go out.

3. When you're ready work in groups. Make sure there are students with different set of rules.

4. Share your ideas and choose 3–4 rules you find the best.

Lesson 11. Revision board game

Communicative area

revising active vocabulary and grammar of the unit

1.   **Work in pairs or groups of three.**



You need a coin to play this game. Any coin has two sides called...



Toss the coin. If you get heads – make 2 moves forward and do the task in the box.

If you get tails – make 1 move and do the task in the box.

If you're not sure about the correct answer, ask your teacher for help.

2. Tell the class who the winner in each group is. Which task was the most difficult / the easiest for you?

Lesson 12. Progress check

Communicative area

testing reading, listening and speaking skills

I. READING

1. Read the article and say what it is about in 2–3 sentences.

Do you like the shoes you're wearing? I hope you do. Have you ever thought who made them? Or who created the model you're wearing now?



Please meet Jimmy Choo! Jimmy Choo was born in 1948 in Malaysia. The son of a shoemaker, he was introduced into the world of footwear from an early age, and by age 11, Choo had made his first pair of shoes.

“When I first started, my father wouldn’t let me make a shoe,” recalled the designer. “Instead, he said: ‘Sit and watch, sit and watch.’ For months and months, I did that.”

After learning from his father about the craft of shoemaking, Choo made his way to England. Studying at Cordwainer’s Technical College in London, now part of the London College of Fashion, Choo worked in restaurants and as a cleaner to support himself through College.

Choosing to remain in England after the college, Choo opened his first shop in Hackney, East London in 1986 in an old hospital building. It didn’t take long for Choo’s to build his reputation. The quality and craftsmanship of his designs won him the attention of British Vogue, who told about Choo’s shoes in an eight-page spread in Vogue magazine.

Choo’s company became a global success after he teamed up with Tamara Mellon, an accessories editor at Vogue. Together they formed Jimmy Choo Ltd in 1996 with Mellon becoming the managing director and the brand went global.

In the late 1990s a pair of Choo’s shoes was a must-have for many TV stars. As a result, several television programmes and shows helped transform the business into iconic status. Huge success of the brand led to a menswear collection which was presented in 1999.

In 2001 Choo sold his 50% of his business in order to concentrate on designing. Mellon carried on leading the company until 2004 when she sold the business too.

From the original shop in London, there are now four stand-alone stores in London, New York, Beverley Hills and Los Angeles as well as over 80 retail shops.

Jimmy Choo has had a variety of rich and famous clients. Princess Diana, Victoria Beckham and a list of other Hollywood celebrities have worn and owned his designs.

Glamorous and luxurious, but still comfortable to wear shoes are what Jimmy Choo offers.

Today, Choo has returned to his roots at a small shop he opened in London, which serves as the main office for the exclusive Jimmy Choo Couture line. It's here that Choo creates a small number of pairs of shoes each week and trains a group of students on how to make excellent footwear.



He often says his life taught him three big lessons.

1. Stay hungry, stay foolish. Choo often spent his spare time learning new. Even though he's one of the most successful designers in the world, he is still very much keen on learning new knowledge.

2. Go explore and travel, it's an investment in yourself. Choo travels almost every month, not just for business, but also for seminars and talks. In his interviews Choo often says that travelling is one of the sources of inspiration for his designs; from the culture and people of a country.

3. Giving your son a skill is better than giving him one thousand pieces of gold. "My father never made me make shoes or design one. He said if I have a skill, then I can get a job wherever I travel in the future."



2. The text offers three life lessons from Jimmy Choo. Find **one** you like and read it aloud.

3. What things made Jimmy Choo so successful?

4. Do you think Jimmy has had an easy life? Why (not)? Use the ideas from the text.



II. LISTENING

1.   Listen to the teen psychologist talking about problems he works with and answer the questions below.

1. According to Andy do teenagers have a real problem with fashion?
2. When can teenagers most often have “fashion problems”?
3. Who suffers more from this problem, girls or boys?
4. What advice does the expert give on dealing with a ‘fashion problem’?

III. SPEAKING

1. Tell about your favourite outfit? It can be the one you have or the one you dream about.
2. Do you follow fashion? Why (not)?
3. Ask me about my last shopping for clothes. Please ask the questions politely.
4. Describe your school uniform. What would you change to make it more trendy and comfortable?
5. Are you for or against wearing school uniform? Why?



Список заимствованных иллюстраций, размещенных в учебном пособии для использования в образовательном процессе / Спіс запозичаних ілюстрацій, розміщаних у вучэбным дапаможніку для выкарыстання ў адукацыйным працэсе

IRREGULAR VERBS LIST (RUSSIAN)

Verb (V ₁)	Past tense (V ₂)	Past participle (V ₃)
begin начинать	began	begun
break разбивать, ломать	broke	broken
bring приносить, при- возить	brought	brought
build строить	built	built
buy покупать	bought	bought
catch (с)ловить, пой- мать	caught	caught
choose выбирать	chose	chosen
come приходиться, при- езжать	came	come
cut резать, рубить	cut	cut
do делать	did	done
draw рисовать	drew	drawn
dream мечтать, видеть во сне	dreamed, dreamt	dreamed, dreamt
drink пить	drank	drunk
drive вести (<i>машину</i>)	drove	driven
eat есть, кушать	ate	eaten
fall падать	fell	fallen
feed кормить	fed	fed
feel чувствовать	felt	felt
fight бороться; ссо- риться	fought	fought
find находить, найти	found	found
fit подходить по раз- меру	fit	fit
fly летать, лететь	flew	flown
forget забывать, забыть	forgot	forgotten
get получить	got	got
give дать, давать	gave	given
go идти, ехать	went	gone
grow расти	grew	grown
have иметь	had	had
hear слышать	heard	heard
keep держать, содер- жать	kept	kept

Verb (V ₁)	Past tense (V ₂)	Past participle (V ₃)
knit вязать	knitted, knit	knitted, knit
know знать	knew	known
lay накрывать (<i>на стол</i>), класть	laid	laid
learn изучать, узнавать	learned, learnt	learned, learnt
leave уезжать, ухо- дить, покидать	left	left
lie лежать	lay	lain
lose терять	lost	lost
make делать, произво- дить	made	made
pay платить	paid	paid
put класть, ставить	put	put
read читать	read	read
ride ехать верхом	rode	ridden
run бегать, бежать	ran	run
say сказать	said	said
see видеть	saw	seen
sell продавать	sold	sold
send посылать	sent	sent
sew шить	sewed	sewn
sing петь	sang	sung
sit сидеть	sat	sat
sleep спать	slept	slept
spend 1) проводить; 2) тратить	spent	spent
spread 1) намазывать; 2) распространять	spread	spread
stick приклеивать	stuck	stuck
swim плавать, плыть	swam	swum
take брать, взять	took	taken
teach учить, обучать	taught	taught
tell говорить, сказать; приказать	told	told
think думать	thought	thought
throw бросить, бросать	threw	thrown
wear носить, быть оде- тым во что-либо	wore	worn
win выиграть, победить	won	won
write писать, написать	wrote	written

IRREGULAR VERBS LIST (BELARUSIAN)

Verb (V ₁)	Past tense (V ₂)	Past participle (V ₃)
begin пачынаць	began	begun
break разбіваць, ламаць	broke	broken
bring прыносіць, прывозіць	brought	brought
build будаваць	built	built
buy купляць	bought	bought
catch лавіць, злавіць	caught	caught
choose выбіраць	chose	chosen
come прыходзіць, прыязджаць	came	come
cut рэзаць	cut	cut
do рабіць	did	done
draw маляваць	drew	drawn
dream марыць, сніць	dreamed, dreamt	dreamed, dreamt
drink піць	drank	drunk
drive весці (<i>машыну</i>)	drove	driven
eat есці	ate	eaten
fall падаць	fell	fallen
feed карміць	fed	fed
feel адчуваць	felt	felt
fight змагацца; сварыцца	fought	fought
find знаходзіць, знайсці	found	found
fit падыходзіць па памеру	fit	fit
fly лятаць, ляцець	flew	flown
forget забываць, забыць	forgot	forgotten
get атрымаць	got	got
give даць, даваць	gave	given
go ісці, ехаць	went	gone
grow расці	grew	grown
have мець	had	had
hear чуць	heard	heard
keep трымаць, захоўваць	kept	kept
knit вязаць	knitted, knit	knitted, knit
know ведаць	knew	known

Verb (V ₁)	Past tense (V ₂)	Past participle (V ₃)
lay накрываць (<i>на стол</i>), пакласці	laid	laid
learn вывучаць, пазнаваць	learned, learnt	learned, learnt
leave ад'язджаць, адыходзіць, пакідаць	left	left
lie ляжаць	lay	lain
lose губляць, страчваць	lost	lost
make рабіць, выконваць	made	made
pay плаціць	paid	paid
put класці, ставіць	put	put
read чытаць	read	read
ride ехаць вярхом	rode	ridden
run бегачь, бегчы	ran	run
say гаварыць, сказаць	said	said
see бачыць	saw	seen
sell прадаваць	sold	sold
send пасылаць	sent	sent
sew шыць	sewed	sewn
sing спяваць	sang	sung
sit сядзець	sat	sat
sleep спаць	slept	slept
spend 1) праводзіць; 2) траціць	spent	spent
spread намазваць; распаўсюджаць	spread	spread
stick прыклеіваць	stuck	stuck
swim плаваць, плыць	swam	swum
take браць, узяць	took	taken
teach вучыць, навучаць	taught	taught
tell гаварыць, сказаць; загадаць	told	told
think думаць	thought	thought
throw кінуць, кідаць	threw	thrown
wear насіць, быць апанутым у што- небудзь	wore	worn
win выйграць, перамагчы	won	won
write пісаць, напісаць	wrote	written

VOCABULARY

UNIT 1

- abusive** [ə'bjʊ:sɪv] (*adj.*) – жестокий / жорсткі
- ambitious** [æm'biʃəs] (*adj.*) – амбіцюзны / амбіцыйны
- appreciate** [ə'pri:ʃiət] (*v.*) – ценить / шанаваць
- background** ['bækgraʊnd] (*n.*) – происхождение / паходжанне
- be like chalk and cheese** [bi: laɪk tʃɔ:k ən tʃi:z] – быть совершенно разными / быць зусім рознымі
- blame smb for smth** [bleɪm] (*v.*) – винить кого-либо за что-либо / вінаваціць каго-небудзь за што-небудзь
- boundaries** ['baʊ(n)dəriz] (*n.*) – границы / межы
- caring** ['keərɪŋ] (*adj.*) – заботливый / клапацлівы
- close-knit** [ˌkləʊs'nɪt] (*adj.*) – сплоченный / згуртаваны
- come to an agreement** [kʌm tə ən ə'gri:mənt] – прийти к согласию / прыйсці да згоды
- concerned** [kən'sɜ:nd] (*adj.*) – обеспокоенный / занепакоены
- count on smb** [kaʊnt ɒn] (*v.*) – полагаться на кого-либо / спадыяцца на каго-небудзь
- develop** [dɪ'veləp] (*v.*) – развивать / развіваць
- easy-going** [i:zi'gəʊɪŋ] (*adj.*) – беззаботный / бесклапотны
- firstborn** ['fɜ:stbɔ:n] (*n.*) – первенец / першынец
- gap** [gæp] (*n.*) – пробел; различие / прабел; адрозненне
- generation** [ˌdʒenə'reɪʃən] (*n.*) – поколение / пакаленне
- get away with smth** [get ə'wei wɪð] (*v.*) – избежать наказания за что-либо / пазбегнуць пакарання за што-небудзь
- go over the top** [gəʊ 'əʊvər ðə tɒp] (*v.*) – перегибать палку / перагібаць палку
- head of the family** [hed əv ðə 'fæməli] (*n.*) – глава семьи / галава сям'і
- high achiever** [ə'tʃi:və(r)] (*n.*) – отличник; очень успешный человек / выдатнік; вельмі паспяховы чалавек
- keep oneself to oneself** [ki:p ˌwʌn'self tə ˌwʌn'self] (*v.*) – быть сдержанным, замкнутым / быць стрыманым, замкнёным
- let something get to you** [let 'sʌmθɪŋ get tə ju] (*v.*) – позволить чему-либо взять над собой верх / дазволіць чаму-небудзь узяць над сабой верх
- look up to smb** [lʊk ʌp tə] (*v.*) – уважать кого-либо; брать пример с кого-либо / паважаць каго-небудзь; браць прыклад з каго-небудзь

manipulative [mə'nɪpjʊlətɪv] (*adj.*) – умеющий искусно манипулировать / які ўмеє майстэрскі маніпуляваць

member ['membə(r)] (*n.*) – участник, член (сообщества), представитель / удзельнік, член (супольнасці), прадстаўнік

neglected [nɪ'glektɪd] (*adj.*) – пренебрегаемый, беспризорный / грэбаваны, бездаглядны

nurturing ['nɜ:tʃərɪŋ] (*adj.*) – заботливый / клапацлівы

obey; play by rules [əu'bei/ pleɪ baɪ ru:lz] (*v.*) – подчиняться; играть по правилам / падпарадкоўвацца; гуляць па правілах

outcast ['aʊtkɑ:st] (*n.*) – изгой / ізгой

peer [pɪə(r)] (*n.*) – сверстник / аднагодак

privacy ['praɪvəsi] (*n.*) – личное пространство / асабістая прастора

rub off on smb [rʌb ɒf ɒn] (*v.*) – передаться (о личном качестве) / перадацца (пра асабістую якасць)

see eye to eye on smth [si: aɪ tə aɪ ɒn] (*v.*) – сходиться во мнении / сыходзіцца ў меркаванні

stand out [stænd aʊt] (*v.*) – выделяться / выдзяляцца

stand up for smth/smb [stænd ʌp fɔ] (*v.*) – отстаивать, бороться за что-либо / адстойваць, змагацца за што-небудзь

suppress [sə'pres] (*v.*) – подавлять / падаўляць

take after [teɪk 'ɑ:ftə(r)] (*v. phr.*) – быть похожим, перенимать черты (внешности/характера) / быць падобным, пераймаць рысы (знешнасці/характару)

think outside the box [θɪŋk ˌaʊt'saɪd ðə bɒks] – мыслить нестандартно / мысліць нестандартна

trigger ['trɪgə(r)] (*v.*) – провоцировать, вызывать (воспоминания) / правакаваць, выклікаць (успаміны)

upbringing [ˌʌp,briŋɪŋ] (*n.*) – воспитание / выхаванне

uptight [ˌʌp'taɪt] (*adj.*) – строгий / строгі

violate [ˌvaɪələt] (*v.*) – нарушать / парушаць

UNIT 2

(live) **next door** [nekst dɔ:] – соседский, по соседству / суседскі, па суседству

(un)**fairly** [(,ʌn)'feəli] (*adv.*) – (не)справедливо / (не)справядліва

at first sight [saɪt] – с первого взгляда / з першага погляду

be supposed (to do) [sə'pəʊzd] (*v.*) – ожидается, что кто-либо ... / чакаецца, што хто-небудзь ...

beg [beg] (*v.*) – умолять / маліць

benefit ['benəfit] (*n.*) – выгода, преимущество, польза / выгада, перавага, карысць

bring out [brɪŋ aʊt] (*v. phr.*) – выявлять, выводить на поверхность / выяўляць, выводзіць на паверхню

broken heart ['brəʊkən hɑ:t] (*n. phr.*) – разбитое сердце / разбітае сэрца

bug [bʌg] (*v.*) – доставать кого-либо, упрашивать, выпрашивать / даставаць каго-небудзь, упрошваць, выпрошваць

buster ['bʌstə] (*n.*) – разрушитель; тот, кто разрушает, уничтожает / разбуральнік; той, хто разбурае, знішчае

call someone names [kɔ:l neɪmz] (*v. phr.*) – обзывать / абзываць

care [keə] (*n.*) – забота / клопат

count on [kaʊnt] (*v. phr.*) – рассчитывать на / разлічваць на

couple ['kʌpl] (*n.*) – пара (о влюбленных или женатых) / пара (пра закаханых ці жанатых)

crush [krʌʃ] (*n.*) – влюбленность / закаханасць

disrespectful [ˌdɪsrɪ'spektfəl] (*adj.*) – неуважительный / непаважлівы

dwell on [dwell] (*v. phr.*) – долго думать / доўга думаць

equally ['i:kwəli] (*adv.*) – в равной мере одинаково / у роўнай меры аднолькава

exist [ɪg'zɪst] (*v.*) – существовать / існаваць

face problems [feɪs 'prɒbləmz] – испытывать проблемы / адчуваць праблемы

fall in love [fɔ:l ɪn lʌv] – влюбиться / закахацца

fall out of love – разлюбить / перастаць кахаць

get in the way [get ɪn ðə weɪ] – стоять у кого-либо на пути / стаяць у каго-небудзь на шляху

go down [gəʊ daʊn] (*v. phr.*) – тонуть, отчаиваться / тануць, адчайвацца

have your hair dyed [daɪd] – покрасить волосы (у специалиста) / пафарбаваць валасы (у спецыяліста)

heal [hi:l] (*v.*) – исцелять / вылечваць

hold up [həʊld ʌp] (*v. phr.*) – поддерживать / падтрымліваць

honesty ['ɒnəsti] (*n.*) – честность / сумленнасць

humorous ['hju:mərəs] (*adj.*) – юмористический, с юмором / гумарыстычны, з гумарам

in public [ˈpʌblɪk] – на людях, на публике / на людзях, на публіцы

let go – отпускать / адпускаць

look ahead [əˈhed] (*v. phr.*) – смотреть вперед / глядзець наперад

look back [bæk] (*v. phr.*) – оглядываться назад / аглядацца назад

loyalty [ˈlɔɪəlti] (*n.*) – верность / вернасць

non-judgemental (*adj.*) [ˌnɒn dʒʌdʒməntl] (*adj.*) – непредвзятый, справедливый / непрадузяты, справядлівы

pay compliments [peɪ ˈkɒmplɪmənts] – говорить комплименты / гаварыць кампліменты

pick on someone [pɪk] – издеваться над кем-либо / здэкавацца з каго-небудзь

plead (with someone) [pli:d] (*v.*) – умолять, просить / маліць, прасіць

protective [prəˈtektɪv] (*adj.*) – заботливый, опекающий / клапацлівы, які апякуе

rebellious [rɪˈbeljəs] (*adj.*) – мятежный, бунтарский / мяцежны, бунтарскі

refuse [rɪˈfju:z] (*v.*) – отказаться / адмовіцца

reliable [rɪˈlaɪəbəl] (*adj.*) – надежный / надзейны

remind [rɪˈmaɪnd] (*v.*) – напомнить / нагадаць

romantic [rəʊˈmæntɪk] (*adj.*) – романтический, романтический / рамантычны

shelter [ˈʃeltə] (*n.*) – приют, укрытие / прытулак, сховішча

shoulder to cry on (*v.*) – жилетка, в которую можно поплакать / камізэлька, у якую можна паплакаць

stand for oneself [stænd] – постоять за себя / пастаяць за сябе

support [səˈpɔ:t] (*n.*) – поддержка / падтрымка

take compliments [teɪk ˈkɒmplɪmənts] – принимать комплименты / прымаць кампліменты

take something out on someone [teɪk] – выместить на ком-либо / спагнаць на кім-небудзь

talk back to someone [tɔ:k] (*v. phr.*) – огрызаться / агрызацца

temper [ˈtempə] (*n.*) – характер, нрав; самообладание, сдержанность; умение держать себя в руках; раздражительность; вспыльчивость; неуравновешенность; норов, крутой нрав / характар, нораў; самавалоданне, стрыманасць;

уменне трымаць сябе ў руках; раздражняльнасць; запальчынасць; неўраўнаважанасць; нораў, круты нораў
toss and turn [tɒsəntz:n] – крутиться и вертеться / круціцца і круціцца
treat [tri:t] (v.) – обращаться с; относиться к / звяртацца з; ставіцца да
unconditional [ˌʌnkən'diʃənəl] (adj.) – безусловный / безумоўны

UNIT 3

ache [eɪk] (v., n.) – болеть; боль / хварэць; боль
addiction [ə'dɪkʃ(ə)n] (n.) – зависимость / залежнасць
ambulance [ˈæmbjʊləns] (n.) – скорая помощь / хуткая дапамога
anaesthetic [ˌænəs'θetɪk] (n.) – анестетик, обезболивающий / анестэтык, абязбольвальны
bacteria [bæk'tɪəriə] (n.) – бактерия / бактэрыя
bean [bi:n] (n.) – боб, фасоль / боб, фасоля
be ill with (v.) – болеть / хварэць
brain [breɪn] (n.) – мозг / мозг
burn [bɜ:(r)n] (v., n.) – гореть, ожог / гарэць, апёк
carcinogen [kɑ:(r)'sɪnədʒ(ə)n] (n.) – канцероген / канцэраген
chemical ['kemɪk(ə)] (adj.) – химический, химикат / хімічны, хімікат
contain [kən'teɪn] (v.) – содержать / змяшчаць
cold [kəʊld] (n.) – простуда / прастуда
cough [kɒf] (n.) – кашель / кашаль
disease [dɪ'zi:z] (n.) – болезнь / хвароба
fall asleep (v.) – заснуть / заснуць
fall ill (v.) – заболеть / захварэць
flu [flu:] (n.) – грипп / грып
get along with – ладить, быть в хороших отношениях / ладзіць, быць у добрых адносінах
get across (v. phr.) – переходить / пераходзіць
get back (v. phr.) – возвращаться / вяртацца
get in (v. phr.) – входит / уваходзіць
get to (v. phr.) – добираться (до) / дабірацца (да)
get through (v. phr.) – проходить (через) / праходзіць (праз)
get together (v. phr.) – собираться (вместе) / збірацца (разам)
get up (v. phr.) – вставать / уставаць

grain [ɡreɪn] (*n.*) – зерно / зерне
habit [ˈhæbɪt] (*n.*) – привычка / привычка
harmful [ˈhɑː(r)mf(ə)l] (*adj.*) – вредный / шкідливі
headache [ˈhedək] (*n.*) – головная боль / галаўны боль
hurt [hɜː(r)t] (*v.*) – болеть / хварэць
hygiene [ˈhaɪdʒiːn] (*n.*) – гигиена / гігіена
increase [ɪnˈkriːs] (*v.*) – увеличить / павялічыць
medicine [ˈmed(ə)s(ə)n] (*n.*) – лекарство / лекі
pain [peɪn] (*n.*) – боль / боль
painful [ˈpeɪnf(ə)l] (*adj.*) – болезненный / балючы
painkiller [ˈpeɪn,kɪlə(r)] (*n.*) – болеутоляющее лекарство /
 болесуцішальныя лекі
sneeze [sniːz] (*v.*) – чихать / чхаць
sore [sɔː(r)] (*adj.*) – больной / хворы
vitamin [ˈvɪtəˌmɪn] (*n.*) – витамин / вітамін

UNIT 4

button [ˈbʌt(ə)n] (*n.*) – пуговица / гузік
casual [ˈkæʒuəl] (*adj.*) – повседневный / паўсядзённы
collar [ˈkɒlə] (*n.*) – воротник / каўнер
cotton [ˈkɒt(ə)n] (*n.*) – хлопок, хлопковый / бавоўна,
 баваўняны
denim [ˈdenɪm] (*n.*) – джинсовая ткань, джинсовый / джынса-
 вая тканіна, джынсаваы
detail [ˈdiːteɪl] (*n.*) – деталь / дэталі
flax [flæks] (*n.*) – лён / лён
linen [ˈlɪnɪn] (*n.*) – льняное полотно, постельное белье /
 ільняное палатно, пасцельная бялізна
floral [ˈflɔːrəl] (*adj.*) – цветочный / кветкавы
fur [fɜː] (*n.*) – мех; меховой / мех, футра; футравы
hood [hʊd] (*n.*) – капюшон / капюшон
item [ˈaɪtəm] (*n.*) – предмет, вещь / прадмет, рэч
lace [leɪs] (*n.*) – кружево, кружевной, шнурок / карункі, ка-
 рункавыя, шнурок
leather [ˈleðə] (*n.*) – кожа (выделаная), кожаный / скура (вы-
 рабленая), скураны
loose [luːs] (*adj.*) – свободный, необтягивающий / свабодны,
 які не абцягвае
material [məˈtɪəriəl] (*n.*) – материал / матэрыял

outfit [ˈaʊtfɪt] (*n.*) – одежда, наряд / вопратка, убор
pattern [ˈpæt(ə)n] – узор / узор
plain [pleɪn] (*adj.*) – простой, без рисунка, однотонный / просты, без малюнка, аднатонны
polka-dotted [ˈpɒlkəˌdɒtɪd] (*adj.*) – в горошек / у горошак
silhouette [ˌsɪluˈet] (*n.*) – силуэт / сілуэт
silk [sɪlk] (*n.*) – шелк, шелковый / шоўк, шаўковы
sleeve [sli:v] (*n.*) – рукав / рукаў
wool [wʊl] (*n.*) – шерсть / шэрць
woolen [ˈwʊlən] (*adj.*) – шерстяной / шарсцяны
zip [zɪp] (*n.*) – молния (застежка) / маланка (зашпілька)

(Название учреждения образования)

Учебный год	Имя и фамилия учащегося	Состояние учебного пособия при получении	Оценка учащегося за пользование учебным пособием
20 /			
20 /			
20 /			
20 /			

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