

# ENGLISH

Student's Book **2**



## VERBS, ADJECTIVES, NOUNS WITH PREPOSITIONS

acquainted with	discourage smb from smth
addicted to	donate to
addiction to	donation to
affect (v.) smb / smth	eager for
anxious about (=worried)	eager to do smth
anxious for (=eager)	escape from (some place)
cause of	fascinated by / with
change (n.) in	fascination with
communication between (smb and smb)	fond of
communication with (smb)	forecast for ( <i>the weekend</i> )
consist of	get distracted from
cope with	good at (an activity or subject: <i>skating, art, etc.</i> )
craze for	good for (=benefit smb / smth)
crush on	good with (require the use of smth: <i>numbers, words, hands, etc.</i> )
damage (n.) to <b>but</b> : damage (v.) —	indulge ( <i>a passion, taste, interest</i> ) indulge in (an activity)
disadvantage of	inspire smb with smth

influence ( <i>n.</i> ) on <b>but</b> : influence ( <i>v.</i> ) —	provide smb with smth
	remind of
interest ( <i>n.</i> ) in <b>but</b> : interest ( <i>v.</i> ) —	research in (a particular field of study) research on (a particular subject)
	risk ( <i>n.</i> ) of
keen on	shortage of
lack ( <i>n.</i> ) of <b>but</b> : lack ( <i>v.</i> ) —	skilful at doing smth skilful with ( <i>a pencil</i> )
lesson from (a source)	source of
lesson in (a particular field)	suffer from
lesson of (whose?)	take revenge for
need ( <i>n.</i> ) for <b>but</b> : need ( <i>v.</i> ) —	treat smb to ( <i>a nice dinner</i> ) treat smb with ( <i>respect, kindness, etc.</i> )
passion for passionate about	visit ( <i>n.</i> ) to ( <i>a place</i> ) <b>but</b> : visit ( <i>v.</i> ) – ( <i>a place</i> )
problem of smth (that created the problem)	warn against (=advise not do smth dangerous)
problem with smb / smth (characteristic of them)	warn smb about / of (=give information about the existence of danger)

## PREPOSITIONS WITH WORD PHRASES

<i>At</i>	<i>As</i>	<i>For</i>
at its worst at leisure at risk	as a hobby	for guidance for recreation

<i>In</i>	<i>On</i>	<i>Under</i>
in the north / south / east / west in tune with in your leisure time	on schedule (=without delays, at the expected or planned time) on the schedule (=on the timetable)	under smb's guidance

## PHRASAL VERBS

**be caught up in smth** – быть втянутым во что-либо / быць уцягнутым у што-небудзь

**break out** – сбегать / уцякаць

**bring out** – выявлять / выяўляць

**build up** – укреплять, накапливать / умацоўваць, накопліваць

**catch on (with smb)** – привиться, становиться модным / прывіцца, станавіцца модным

**come across** – (случайно) встретить, натолкнуться / (выпадкава) сустрэць, натыкнуцца

**count on smb** – полагаться на кого-либо / разлічваць на каго-небудзь

**dress up** – принарядиться / прыбрацца

**drift apart** – разойтись / разысціся

**drop out** – выбыть / выбыць

**dwell on** – останавливаться, задерживаться / спыняцца, затрымлівацца

**get smb into smth** – увлечь кого-то чем-то / захапіць каго-небудзь чым-небудзь

**give out** – раздавать / раздаваць  
**go down** – отчаиваться, быть побежденным(ой); тонуть / адчайвацца, быць пераможаным(ай); тануць  
**hang out with** – общаться с, тусоваться с, встречаться с, погулять с / размаўляць з, тусавацца з, сустракацца з, пагуляць з  
**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 forward to** – ждать с нетерпением / чакаць з нецярпеннем  
**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  
**pick up** – получить (знания) / атрымаць (веды)  
**put on** – надеть / надзець  
**rub off on smb** – передаться (о личном качестве) / перадацца (пра асабістую якасць)  
**set up** – создавать, основывать, открывать / ствараць, засноўваць, адчыняць  
**sort out** – решать (проблему) / вырашаць (проблему)  
**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 каго-небудзь  
**talk back to smb** – дерзить, возражать / гаварыць дзержкасі, пярэчыць  
**try on** – примерять (об одежде) / прымяраць (пра адзенне)  
**try out** – испытать, опробовать / выпрабаваць, апрабаваць

# АНГЛИЙСКИЙ ЯЗЫК

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# АНГЛІЙСКАЯ МОВА

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

В двух частях

Часть 2

*Допущено*

*Министерством образования Республики Беларусь*



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### Условные обозначения / Умоўныя абзначэнні



Use the Internet



Grammar



Moving activity



Play the game



Listen



Project time



Write



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# 5 UNIT

# WHETHER THE WEATHER

## LESSON 1. Weather from A to Z

<b>Communicative area</b>	describing different types of weather and weather phenomena
<b>Active vocabulary</b>	balmy, a blizzard, chilly, calm, crisp, damp, a disaster, a downpour, drizzling, frosty, the heat, a heatwave, humid, an icicle, overcast, a scorcher, severe, sleet, slush, a snowdrift, a snowflake, sunshine, a torrential rain, a weather forecast

### 1. Read and guess where each person is from. Say who describes...

1. pleasant weather;
2. unpleasant weather;
3. hot weather;
4. cold weather.

*Five teens from around the world became members of “Teen club”, an international club for English learners. Before the first meeting, they were asked to write a post about where they are from and what it’s like where they are now.*



Hi, I’m Lucas. It’s mostly **balmy** throughout the year here, but now as it’s summer in this part of the world, we often suffer from **heatwaves**. For example today it’s a real **scorcher**. The **heat** is very **severe** today and the **weather forecast** says it can end up with **torrential rains** which can become a **disaster**.





Hello guys, I'm Kim. Hope it's **calm** and **clear** where you are now, but it's not in here. It's the middle of the winter here with severe **blizzards**, **sleet** and **slush** in the streets and enormous **snowdrifts**. But when the winds calm down and the sky clears up like today, it's a magnificent view. Btw (= by the way), can you see the **icicles** right behind my window?



Hey-hey, how are you? A hello from ... I'm Jerry and it's very dull here. The sky is **overcast** for several days, and it's raining most of the time. No, not raining, one minute it's **drizzling**, the next minute it's a real **downpour**, and even when it stops it's still cloudy and **damp**. There are puddles everywhere... brrr... So, can anyone post a picture of some **sunshine** for me please?



Hello there! I'm Brie and here's some **sunshine** for you, Jerry, and for everyone who needs it. It's winter time here too, but the sky is clear and blue. It snows from time to time, but it's a very gentle snow, you can see every **snowflake**. It's perfect for walking and enjoying winter air that is **crisp** and **fresh**. It's a bit **chilly** or even **frosty** at times, but it's not **humid**, so it feels quite comfortable.



## 2. a. Look at the words in bold. In pairs, discuss...

1. which words you know;
2. which words you think you know;
3. which words are new for you.

### Are your lists similar?

## b. Match the words with the definitions.



- a) warm and pleasant;
- b) a continuous period of very hot weather, especially when this is unusual;

- c) an extremely hot day;
- d) very hot weather;
- e) extremely unpleasant and likely to cause harm or damage;
- f) a description, for example on the radio or television, of what the weather will be like tomorrow or for the next few days;
- g) heavy rains like in tropical forests;
- h) an unexpected event, such as a very bad accident, a flood or a fire, that kills a lot of people or causes a lot of damage;
- i) very little wind;
- j) no clouds, rain, etc.;
- k) a snowstorm with very strong winds;
- l) partly melted snow that is usually dirty;
- m) rain and snow;
- n) a deep pile of snow that has been blown together by the wind;
- o) a pointed piece of ice that is formed when water freezes as it falls down from something such as a roof;
- p) a sky completely full of clouds;
- q) raining lightly;
- r) a heavy fall of rain that often starts suddenly;
- s) slightly wet, often in a way that is unpleasant;
- t) the light and heat of the sun;
- u) a small soft piece of frozen water that falls from the sky as snow;
- v) cold and dry;
- w) fairly cold and the wind is blowing;
- x) cold enough to produce frost;
- y) too cold to be comfortable;
- z) hot and wet in a way that makes you feel uncomfortable.

**c. Work in pairs and translate these words into Russian or Belarusian. Check with the dictionary if necessary. Which word(s) don't we have in our languages?**

**3. a. Look at the phrases below. Which words from ex. 2b can you use in each phrase?**

It's ... It's a ... There's a ... There are ... all around.

**b.**   **Moving activity "What's the weather like?"**

4.  Search the net. Go to one of the following websites and choose a country / city.

1. *earthcam.com*;
2. *webcamtaxi.com*.

Watch the live video from this place for one minute and get ready to talk about the weather you see.

5. a.  Imagine you're invited to take part in the *Teen club*. Write a short post about the weather where you are now.

b. Work in pairs. Read your partner's post and say what you like in it and what information you can add.

## LESSON 2. What a wonderful day

Communicative area	describing the weather you like and hate
Active vocabulary	breeze, a gale, a gust of wind, foggy, misty, a shower, stifling

1.   Moving activity "Running dictation."

2. a. Look at the two people in the picture. Who are they? What kind of weather do you think they like?



b.   Now listen and answer the questions below.

1. Who are they? 2. What weather does the young man like? 3. What weather does the elderly man like? 4. What do they decide to do on the Saturday morning?

c.   Fill in the gaps with the words from the box. Then listen again and check your answers.

breeze ♦ gales ♦ gusts of wind ♦ foggy ♦ misty ♦  
a shower ♦ stifling

• That's an awful day, it's (1. ...) and (2. ...) and you can't even see the house on the opposite side of the street.

• But not too hot, I can't stand the heatwaves, it's (3. ...) then. A sunny day with a gentle (4. ...) is perfect for me.

• ... I agree, and heatwaves are dangerous, they often bring strong (5. ...) or even (6. ...) that blow down trees...

• Yeah, a gentle (7. ...) is good, well, any rain is good, even a bit of a downpour.

**3. a. Guess the meaning of the words in ex. 2c. Answer the questions below.**

Which word(s)...

1. are types of wind?

2. is a type of rain? Is it a heavy or light rain?

3. describes the weather when it's difficult to see objects / buildings outside?

4. describes the hot weather when it's difficult to breathe?

5. describes a strong wind / a light wind?

6. On a misty day it's easier to see things around you than on a foggy day, is it true?

**b. Do you agree with Alex or his granddad? Which weather do you like? Tell your partner, use the words from ex. 2c.**

**4. a. Look at the phrases below. Say if we use them to talk about things we like / dislike / are neutral about.**



I enjoy...

I adore ...

... drives me crazy

I love ...

I can't stand ...

... is perfect for me.

... is the best

I don't mind...

I'm not a fan of ...

I can't bear...

**b. What weather do you like and hate? What weather is OK for you? Use the phrases from ex. 4a and the weather words from Lessons 1 and 2 and tell your partner about your weather preferences.**

**c. Tell the class about what you and your partner like and hate.**


## LESSON 3. What's the weather like today?

<b>Communicative area</b>	understanding the weather forecast and talking about it
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<b>Active grammar</b>	conjunctions <i>for</i> and <i>since</i> (meaning “because”)
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**1. a.** Imagine you see a little boy in the street. The boy is wearing only one glove. Why? Discuss your ideas in pairs. They can be serious or funny.



**b.**  Now listen to a popular joke. Check whose idea was closer to the joke.

**2. a.** Discuss in pairs.

1. Where do you get the weather forecast: on TV, on the radio or on the Internet?

2. Which forecasts are more accurate?

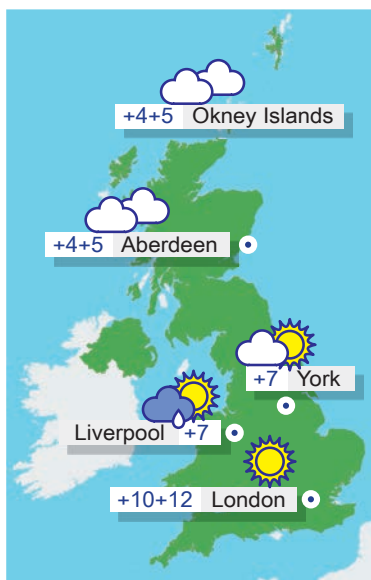
3. What are the advantages and disadvantages of weather forecasts on TV, on the radio and on the Internet?


**b.** Look at the symbols often used in weather forecasts. What do they mean?



**c.** In pairs, look at the map of Britain.

1. What cities can you see?
2. Are they in the north / south / west / east of the country?
3. What will the weather be like *tomorrow*?



**3. a.**  You will hear the weather forecast for Britain for tomorrow and the rest of the week. What will the weather be like **tomorrow**? Find **two** mistakes on the map.

b.   Listen again and fill in the missing words.

• Although it was (1. ...) this morning, more February like, but I think that was the coldest morning we will see in the next (2. ...) for a cold front is gradually leaving Britain and moving to the north.

• Since some (3. ...) is coming to this region, the temperature is going up to +7 degrees.

• Since the temperature increases up to 8 and 10 degrees, in Plymouth, Barnstaple and Bristol we will have a dry and (4. ...) day tomorrow, please enjoy it.

• The rest of the day and tomorrow in the south region will be fine with unbroken (5. ...) for the temperature here is warming up nicely to 10 or 12 degrees.

4. a.  Look at the highlighted words in ex. 3b and answer the questions below.

1. The synonym for the highlighted words is...

a) and; b) because; c) but.

2. We use these words to...

a) tell about the reason of something;

b) say that one fact in the sentence is opposite to another fact;

c) give an example of our idea.

3. Do we use *for* and *since* in a simple or in a complex sentence?

4. Complete with *since* or *for*:

a) we use ... in the beginning of the sentence. In such sentences we think the reason is already known and / or is less important;

b) we use ... in the middle of the sentence. In such sentences we give the reason as an afterthought or as additional information;

c) ... is more formal than ... .

b. Use the phrases on page 11 and make up sentences for the weather forecast. Use **since** and **for**.

**Example:** *north of the country, sunny, warm front:*

*In the north of the country, it's going to be sunny for a warm front is coming from the south. or Since a warm front is coming from the south, it's going to be sunny in the north of the country.*

1. South region, warm and humid, overcast;
2. centre, some showers, level of humidity;
3. west, snow, temperature goes down;
4. east, storms with thunder and lightning, boiling and stifling all day;
5. south-west, damp and drizzling, cold at night and warming up in the morning;
6. north-west, partly sunny, partly cloudy, strong wind, cold, and warm air streams meet.

**5. a.** Look at the phrases in the help box. Choose three and use them to add information to three sentences from ex. 4b and make the idea sound better.

**Example:** *In the north of the country it's going to be sunny for a warm front is coming from the south. Aberdeen will have sunny weather with some cloudy periods.*



We will see ... weather in the next ... days.

... is gradually leaving our country and moving to the north / south / east / west.

The next few days will be spoilt with ...

The rain / snow/hail/storm chances increase greatly ...

... are going to have sunny/rainy weather with cloudy / sunny periods.


We will have a dry and warm / a cold and misty start / end of the week.

The rest of the day will be fine / dull / windy with lots of sunshine / overcast sky / strong gusts of wind.

It will be mainly ...

A pair of sunglasses / an umbrella/ a warm scarf / ... will be the right thing to carry around.



- b.  Search the net and find online weather forecasts for the rest of the week for where you are and for a city in Britain. Use it to prepare a weather report for a TV weather programme. Present your weather reports. Choose the best report in your group.

## LESSON 4. If you don't like the weather, wait a minute

<b>Communicative area</b>	talking about weather in the UK and in Belarus
<b>Active vocabulary</b>	harsh weather, waterproof coat, wellington boots

1. a. Look at these objects. What are they? Do you ever wear them? A person from what country would have all these objects at the same time.



1



2



3



4

- b. Read the mini article and check your ideas from ex. 1a. Are there any facts that surprise you?

### Britons spend six months of their lives discussing weather



Weather-obsessed British people spend on average six months of their lives talking about whether it is going to rain or shine, according to a survey published recently.

Discussions whether it is going to be wet, complaints about the cold or about the heat are also the first points of conversations with strangers or colleagues for 58% of Britons. The study shows

that they talk about the weather for about 2 days (49 hours) every year and more often than about work, what is on television, sport or gossips. 19% of the interviewees also believe they can predict the weather as well as a professional weatherman.

The most usual explanation for the British fascination with weather is that...

**c. Complete the last phrase with your ideas.**

**2. a.**   Listen to the interview with a UK meteorologist and weather forecaster Simon King. Check your answers in ex. 1c.



**b.**   Listen again. Are these sentences **true** or **false**?

1. When in the UK, you should always be prepared for a rainy weather.

2. British weather is hard to predict because the UK is situated very far from the continent.

3. The climate of Britain is mild since the closeness of the cold waters of the Gulf Stream.

4. Generally, the summers in the UK are cooler and the winters are milder compared to the European countries.

5. The best time to visit the British Isles is July and August, since they are the warmest months of the year.

6. Simon King's favourite season is August. They call it St Luke's summer.


**c. Discuss the questions in pairs.**

1. Why do people in Britain say "If you don't like the weather, wait a minute"?

2. Should the tourists visiting Britain worry about the weather? Why (not)?

3. Would you like to visit Britain? When? Why?

3.   **Moving activity “What’s the word?”**

4. a.  **In pairs, answer the questions. Use the phrases from Simon’s interview in the box. If you’re not sure about the information search the net.**

1. What’s the weather like in Belarus?

2. What climate do we have here?



### Help box

... things influence our climate: ...

Belarus is a ... country and has a ... climate. The weather here is difficult / easy to predict.

In general, we have ... summers and ... winters. Our summers are ... with the temperatures around ...°C in summer and ... . And the winters are ... with the temperatures around ...°C.

... is / are normally the warmest month(s).

... is normally the coldest month.

Probably the best months to travel in Belarus are ... These months generally have...

But even at that time be prepared for some harsh weather conditions. For example...

It’s always advisable to bring ... with you if you plan to visit Belarus.

My favourite time of the year is ... because ...

**b. Imagine one of you is a famous Belarusian weather forecaster. Role-play the interview using the questions below.**

1. Is it true that it is always cold in Belarus?

2. What is Belarusian climate like?

3. What about the best time to visit Belarus?

4. What is your favourite time of the year?

## LESSON 5. Under the weather

<b>Communicative area</b>	talking about the influence of the weather on people
<b>Active vocabulary</b>	humidity, to weather, weather sensitive, whether; prefixes <i>in-</i> , <i>un-</i> , <i>dis-</i> , <i>over-</i>

**1. a.**   Listen and read the tongue twister. What's the meaning of it?

1. When the weather becomes worse we feel depressed.
2. If the weather changes, we should change our behaviour too.
3. Even if the weather isn't good, we should overcome it.

Whether the weather is fine,  
Or whether the weather is not,  
Whether the weather is cold,  
Or whether the weather is hot,  
We'll weather the weather  
Whatever the weather,  
Whether we like it or not!



**b.** How many ['wɛðə] words are there in the tongue twister? What parts of speech are they? Match the words with their definitions.



1. weather (*n.*); 2. weather (*v.*); 3. whether (*conj.*).
  - a) to come safely through a difficult situation or a problem;
  - b) if, or not;
  - c) the state of the atmosphere at a given time and place, such as wind, rain, or temperature.

**c.** Read in pairs. Who can say the tongue twister faster?

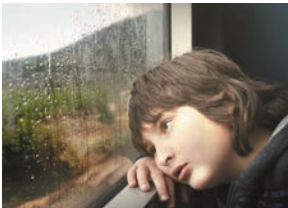
**2. a. Look at the questions below. Discuss in pairs.**

1. What weather conditions can affect our health?
2. What weather conditions can affect our mood?

**b. Read the articles and check your ideas from ex. 2a.**

**Text A**

**Our weather and our health**



The British Meteorological Office in England reports weather conditions to doctors, so they can prepare for an increase in asthma attacks. And in Germany, television stations publish daily weather-related health reports. But are these health forecasts based on

anything more than old wives' tales? Yes, they are.

In the course of history, a man has adapted to a certain rhythm of life, based on changes in the environment and energy. At present, it's known as biorhythms. These are the rhythms of the heart, breathing, brain bioelectrical activity. Our whole life is a continuous change of rest and activity, sleep and wakefulness, work and leisure.

The climate has the direct and indirect effect on the person and his biorhythms. The direct effect is caused by the immediate effect of heat exchange with the environment. Influenza (flu), colds, pneumonias (*пневмония / пнейманія*) usually occur in the autumn–winter. Doctors also realise that a cold weather can bring severe headaches and asthma.

But most experts say the risk of heat-related health problems is more serious. When temperatures rise, heart problems increase immediately, says Scott Sheridan, a climatology professor at Kent State University. High temperatures increase your blood pressure so that your body can cool itself down. But if you can't cool yourself fast enough, your body overheats. This may cause heat stress or even heart attacks. The dangers of hot climates are also hidden in UV radiation from the sun, causing skin cancer.

Changes in weather don't affect the health of different people in the same way. A healthy person can adapt easily to the changing environmental conditions. An ill person is more weather sensitive, as their organism loses the ability to adapt quickly. Some people are so affected by weather changes that may work as the biological barometer.

## Text B

### Weather can change your mood

Most of us tune into the weather forecast to find out whether we should take an umbrella to work or if we should go to the football match. But perhaps we should listen more carefully, because the day's weather could seriously affect how we feel. It has been noted that our immune



system is affected in extreme heat or cold. Mood can also be affected by weather and humidity. Psychologists Howard and Hoffman discovered that as humidity increases above normal levels, so does sleepiness. Besides, researchers have discovered that there is a connection between hot and damp weather and aggression.

Windy weather can also affect our mood. Some winds can create positive ions, which could make a sensitive person feel emotionally imbalanced, for example, depressed and nervous or overexcited and overactive.

But the worst of all are Seasonal Affective Disorders (*расстройства / расстройства*) (SAD). About 500,000 people in Britain suffer from SAD, caused by overcast sky and long dark nights in winter. People with SAD become extremely depressed because of the changes in their brain chemistry. They sleep for many hours, but never feel rested. They are irritable and feel unable to work and socialise. But they feel better as soon as the days start to get longer. Moreover, the number of hours of sunshine can raise the level of optimism greatly. "We tell people to take advantage of the sunny days," says Ani Kalayjian, professor of psychology at Fordham University. "Leave the computers and the indoor games and get out there in the sun. That's when they can recharge their batteries and keep higher mood."

**c. Read again and say how these weather conditions affect people. Say what kind of weather has the worst effect on people.**

Heat; cold; humidity; wind; change of the weather.

**3. Discuss with your partner.**

1. Do you agree with the ideas in the articles?
2. Are you a weather sensitive person? What kind of weather affects you? Is it a positive or a negative effect?
3. Do you know anyone who is weather sensitive?

**4. a. Look at these pairs of words from the articles. What's the difference in their meanings? Are the words in each pair synonyms or antonyms?**

direct – **indirect**   healthy – **unhealthy**   order – **disorder**

**b. Add prefixes *dis-*, *in-*, *un-* to the words. Interview your partner with the questions.**


1. Are the weather forecasts on our TV usually ... accurate?
2. When did the snow ... appear in your region this year?
3. What weather conditions do you ... like?
4. In which season do you feel most ... happy? Why?
5. Are there people in your family who are ... able to adapt to sudden weather changes?
6. Are you ... sensitive to extreme temperatures?

**c. Look at these words from the article. What is the meaning of the prefix *over-*? Can you give more examples of words with the prefix *over-*?**

overcast (*adj.*)   overactive (*adj.*)   overexcited (*adj.*)

**d. Look at the words in the box. Add the prefix *over-* to them. Discuss the new meaning of the words with your partner.**

coat ♦ crowded ♦ confident ♦ sleep ♦ eat ♦ work

**e.**   **Moving activity “Interview.”**

**5. a.** In two big groups, make a list of recommendations for weather sensitive people for different weather conditions.

**b.** Now work in pairs with a member of the other group. Compare your ideas and choose three best recommendations.

## LESSON 6. Looks like a day for the brolly

**Communicative area**

discussing the weather and how the weather affects your plans

**Active grammar**

functional phrases

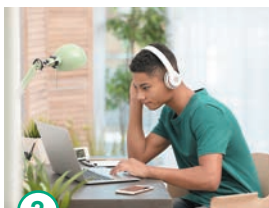
### 1. Discuss the questions in pairs.

1. How often do you check the weather forecast?

2. Why do you and your family members need to know the weather forecast?

3. Have you ever had any plans that were affected by the weather? Did the weather help or spoil your plans?

**2. a.**   Listen to three conversations. Match the conversations with the pictures.



a brolly and wellies





a beach sandwich



a bike



**b.**   Listen again and answer the questions about each conversation.

1. What plans do the people have?
2. What's the weather like?
3. How does the weather affect their plans?
4. Do they decide to stick to their plan or change it?


**3. a.**   Listen and fill in the missing words from the phrases.

1. What's it like ... ?
2. Actually, it's not so ... , the sun is shining.
3. It looks a bit ... to me.
4. What's the weather ... ?
5. The weather forecast tomorrow is for ... about midday.
6. The weather forecast is predicting even colder ... next week.
7. How is it ... outside?
8. It looks like it ... does in autumn, wet and dull.
9. Looks like we're in for some ...
10. It looks like a ... for the brolly and Wellies.

**b.**   Listen again and underline the stressed words. Read the phrases after the speaker and then in pairs.

**c.** Which phrases can you use to ask about the weather? Which can you use to speak about the weather? How can you change the sentences to talk about the weather today? Discuss in pairs.

**4.**   Moving activity "Walk and talk."

**5. a.**  In pairs, prepare a conversation similar to ex. 2a. Your teacher will give you some cards to help. Decide who takes which role. Practise your conversation.

**b.** Work with other pairs. Show your conversation to other students. Listen to their conversations, make notes to answer the questions.

1. What plans do they have?
2. What's the weather like?
3. How does the weather affect their plans?

## LESSON 7. Disaster area

**Communicative area**

talking about types of disasters

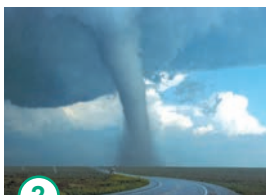
**Active vocabulary**

casualty, cause, crash, death toll, devastating, disaster, drought, earthquake, famine, flood, hailstorm, hurricane, landslide, nuclear, shipwreck, tornado, tsunami, volcanic eruption, volcano, wildfire

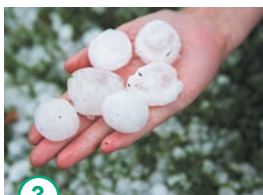
### 1. a. Look at the pictures. What do you see?



1



2



3



4



5



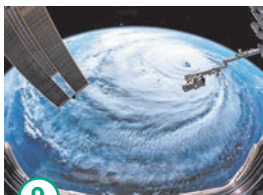
6



7



8



9



10



11



12



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

earthquake ♦ flood ♦ plane crash ♦ famine ♦ landslide ♦  
tsunami ♦ volcano eruption ♦ shipwreck ♦ epidemic ♦ nuclear  
accident ♦ war ♦ wildfire ♦ terrorist act ♦ tornado ♦ hurricane  
♦ drought ♦ hailstorm

**c.**   Listen, check, repeat.

**2. a. Work in pairs. Use the questions below to talk about each disaster from ex. 1b.**

1. What parts of the world do these disasters usually happen in? Why?

2. Are these disasters typical of your country?

**b. In pairs, choose the most dangerous disasters. Think why and tell your partner.**

**3. a. Do the quiz on disasters with your partner. Ask your teacher for help if necessary. You can get an extra point for each answer if you provide additional information.**

1. According to statistics, the biggest natural disaster in 20<sup>th</sup>–21<sup>st</sup> centuries by the death toll is...

- a) Yangtze river flood, China, 1931;
- b) Haiti earthquake, 2010;
- c) European heatwave, 2003.

2. One of the most dangerous volcanoes in Europe called Etna is threatening a lot of people and their homes. Which country of Europe is it in?

- a) France; b) Italy; c) Sweden.

3. In one of the world's worst train crashes, on 6 June 1981, the train driver braked (*затормозил / затармазіў*) to avoid hitting a cow, causing the train to get off the bridge into the river below. The death toll was 268 passengers, 300 went missing. The crash occurred...

- a) near Pardubice, Czechoslovakia;
- b) in Siberia, Russia;
- c) near Mansi, India.

4. Which American state has had the largest number of tornadoes per year?

- a) Kansas; b) Florida; c) Texas.

5. The main **casualties** of that wildfire were the animals and as a result many species are now at great risk. Which country suffered from that disaster?

- a) Russia; b) Australia; c) Turkey.

6. Indonesia and Japan have historically had the most active volcanoes. Which country ranks third?

- a) the United States; b) Honduras; c) Italy.

7. Which of the following is least likely to **cause** a tsunami?

- a) volcanic eruption;
- b) earthquake;
- c) tornado.

8. What has been the most **devastating** epidemic in the history of the world?

- a) the Black Death (14<sup>th</sup> century);
- b) the Spanish Flu (1918);
- c) COVID-19 pandemic (2019–present).

**b. Guess the meaning of the words in bold.**



- a) a person injured or killed in an accident or war;
- b) leading to a lot of damage and destruction;
- c) the number of people who died because of a disaster or war;
- d) to make something happen, especially something bad.

**4. a. In pairs, can you remember 2–3 devastating disasters? When / where did they happen? Use the phrases from the help box.**



**Help box**

A disaster happened / occurred in... (place)

A disaster hit ... (place).

... (place) suffered from ...

... caused ... a lot of damage / a flood / many deaths / etc.

The death toll was about.... people. / There were ... casualties.

*Example: A terrible earthquake happened / occurred in the west of Turkey in 2020. or  
A terrible earthquake hit the west of Turkey. or  
The west of Turkey suffered from a terrible earthquake in 2020.*

**b.   Moving activity “What a disaster!”**

**5. a. Match the idioms with their meanings:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>1. a disaster of epic proportions;</li><li>2. the eye of the hurricane;</li><li>3. calm before the storm;</li><li>4. to sit on a volcano;</li><li>5. to spell disaster;</li><li>6. a disaster area;</li><li>7. is a recipe for disaster.</li></ul> | <ul style="list-style-type: none"><li>a) to predict disaster;</li><li>b) a very untidy place;</li><li>c) is very likely;</li><li>d) an area of calm in the centre of the storm;</li><li>e) a quiet period just before a period of great activity or excitement;</li><li>f) to be in a place where trouble may start or danger may come suddenly;</li><li>g) a very large disaster.</li></ul> |
|--|--|

**b. Fill in the missing idioms. You might need to change the forms of the verbs.**

1. This heavy never-ending rain ... for the plants. 2. After the party, the house was ... . 3. The earthquake of 2011 followed by a tsunami and a nuclear accident was a ... for Japan. 4. The lunch hour rush is over, but the dinner rush will start soon. So, don't relax, this is only ... . 5. In the brief ... , the shop-assistants prepared themselves for the doors to open and bring in thousands of Christmas shoppers. 6. Bob was in that part of South America just before the revolution began. He knew he was ... . 7. Little children playing with fire is ... .

**c. Answer the questions.**

1. Are exams a disaster of epic proportions for you?
2. Is your room a disaster area?
3. What can spell disaster for you?
4. Can you compare a school break between lessons with the eye of the hurricane or calm before the storm?
5. Do you know anyone who is sitting on a volcano?
6. Can you describe a situation which is a recipe for disaster?

## LESSON 8. Disastrous news

**Communicative area**

listening to news on disasters; taking notes; reading out news

**Active vocabulary**

be at its worst, come to a halt, damage (v., donate, emergency aid, lack of, n.), shortage of, a state of emergency, suffer from, warn

**1. a. Cut the disaster snake into 15 disasters.**

earthquake war hurricane tornado wild fire famine drought floods tsunami nuclear accident landslide epidemic crash volcanic eruption shipwreck

b. Which of the disasters from ex.1a can be seen in the photos?



2. a. Read the news headlines. Match them with the pictures. What do you think the news is going to be about?



1. VOLCANO ANNIVERSARY

2. PARALYSIED BY JAVIER

3. ANOTHER DISASTER IN HAITI

4. TORNADO HITS

5. HEATWAVE IN CANADA AND USA

b.   Listen, put the news headlines in order you hear them from 1 to 5. Which two photos are extra?

c.   Listen again and answer the questions.

1. Where did each disaster take place?
2. What is the death toll of each disaster?
3. Which of them was the most devastating?
4. Which of them was the least devastating?

d. Do you happen to remember when these disasters took place?

3. a. Work in pairs. Read the phrases from the news and think which words are missing?

1. Despite the big bang and impressive fireworks during the anniversary eruption, no ... was done.

2. Homes and businesses were ... and a hospital **damaged**.

3. The tornado ... fires around the city overnight.

4. The Governor of Missouri has declared a **state of emergency** and **warned** that more ... are on the way.

5. Although the country is used to ... winters, this time public life has **come to a halt**.

6. On Friday evening, the ... **was at its worst**.

7. There were a number of accidents, but fortunately without any ... .

8. A massive ... has hit the USA and parts of Canada.

9. People are **suffering** from ... up to 37C.

10. Unfortunately, there's no sign of the ... weather disappearing until Sunday.

11. Even though Haiti is regularly hit by hurricanes, floods and earthquakes, the **shortage of** clean water and **lack of** sanitation cause an even bigger ... – an epidemic.

12. **Emergency aid** is being sent to the area and people from all over the ... are **donating** money to help Haiti.


b.   Listen again and check your ideas. Complete the gaps.



**c. Match the words in bold in ex. 3a with the definitions.**



- a) be in a very bad or the most dangerous state;
- b) stop completely;
- c) badly affect on something, so that it becomes worse;
- d) to give money or goods to help people who are in a difficult situation.
- e) the help and support given to people or a country that is in a dangerous or difficult situation;
- f) a situation during a period of severe weather or war when the government has special powers and rights;
- g) experience physical or mental pain;
- h) a situation in which there is not enough of something (2 words);
- i) inform somebody about a possible danger.

**4. a.**  Look at pictures 2 and 5 in ex. 1b. Think what kind of disaster occurred there. Work in pairs and write short radio news about each picture using phrases from ex. 3c and Lesson 7 ex. 4a help box.

**b.** Work with a different partner. Read your news to each other. Do you have the same ideas? What was different?

**5. a.**  Search the net and find information about a disaster that happened in recent years. Write a short article about it.

**b.** Imagine you are a newsreader on a popular YouTube channel. Prepare to read your news to the class.

**c.** Listen and say which news was about the most / the least devastating disaster?

## LESSON 9. Culture corner. Survivalism

<b>Communicative area</b>	talking about survival strategies, achieving consensus
<b>Active grammar</b>	nouns with prepositions

**1. a.** Listen to the poem by Langley Cornwell. Follow in the book. What is the main idea of the author? Discuss with your partner. Then share your ideas with the class.



### Surviving the storm

The morning broke	My little house
I was alone	All safe and dry
No friends around	Is strong like me
My heart a stone	We do not cry
A storm approached	We've weathered storms
There was no breeze	This house and I
The day was still	We've seen worse gales
There were no trees	Pass us right by
Dark clouds rolled in	We will survive
A mist did fall	We always do
I closed the doors	This house and I
No one to call	We will get through

**b.** In pairs, explain the meaning of these words.

To survive; survivor; survivalism.

**2. a.** Read the information below. What is **survivalism**? Did you guess it right?

Survivalism is a movement of individuals or groups called survivalists who are actively preparing for possible disasters – from local to international. Survivalists often have emergency medical and self-defence training, keep supplies of food and water, and build structures that will help them survive or “disappear”. A typical example of a survivalist is the character of *Terminator 2: Judgment day* (1991) John Connor’s mother, Sarah Connor, who is preparing for an apocalyptic scenario.



Possible emergency situations can be the following:

- natural disasters (tornadoes, hurricanes, earthquakes, etc.);
- man-made disasters (nuclear accidents resulting in radioactive contamination, nuclear war, etc.);

- the general collapse of society caused by the shortage or lack of resources such as electricity, fuel, food, or water;
- economic collapse;
- a global epidemic – a pandemic.

A typical survival kit might include:

a flashlight (*AmE.*) (torch – *BrE.*), a battery-operated portable radio, a first-aid kit, prescription medicines, cash and a credit card, a mobile phone, high-energy food and water for 3 or 4 days, a sleeping bag, a blanket, a change of clothing, family photos, personal ID papers (passport, driving licence), a dust mask, a whistle, a can opener, local maps, a tent, an insect repellent, a water filter, an umbrella, a fishing line and a hook, a camp stove, a Swiss army knife, a laptop computer, comfortable shoes, a gas mask.

**b. Have you ever heard about such people? Do you think becoming a survivalist is a good idea? Why (not)?**

**3. a. Read one more blog post about survivalism. Does the author think survivalism is a good idea?**

Some people demonstrate an addiction (1. ...) survivalism. In response (2. ...) natural and man-made disasters, they collect information (3. ...) causes and consequences (4. ...) various disasters, store water and



food, build up knowledge (5. ...) survival strategies. They have no difficulties (6. ...) the problems life poses and always find solutions (7. ...) them. The advantage (8. ...) being a survivalist is that you have experience (9. ...) dealing with emergency situations, you are always ready for any emergency, always able to give others advice (10. ...) how to behave in case of a fire, a flood or an earthquake. You can easily deal with a shortage (11. ...) water or food, lack (12. ...) electricity, a rise (13. ...) prices, damage (14. ...) your livelihood. You are always willing to help victims (15. ...) disasters, constantly in search (16. ...) new challenges. Your attitude (17. ...) life is very down-to-earth. You take nothing for granted; nothing seems to be a recipe (18. ...) disaster for you.

What are the disadvantages (19. ...) being a survivalist? Probably, you have too much control (20. ...) your life. But it depends. What do you think?


b. Fill in the prepositions from the box.

about ♦ with ♦ on ♦ for ♦ in (2) ♦ to (5) ♦ of (9)

4. a. In the blog (ex. 3a) you see nouns that are *always* used with certain prepositions after them. Look at more nouns and add the preposition they are used with **in / to / for / of**.

- |                       |                          |
|-----------------------|--------------------------|
| 1. need ... ;         | 5. problem ... ;         |
| 2. change ... ;       | 6. reason for risk ... ; |
| 3. interest ... ;     | 7. visit ... .           |
| 4. lesson ... how to; |                          |

b.   Moving activity “Complete the questions.”

c.  In pairs, write down 4–5 disadvantages of survivalism. Use the nouns with prepositions from ex. 3b and ex. 3c. Then work with another pair and compare your ideas, choose three best ones.

5. a. Look at the survival kit from ex. 2a. Work in groups to make a shortlist of 10 things **you** would need for a survival kit. Think why you have chosen those things.

b. Choose a speaker from your group. Prepare to persuade the other groups that your **survival kit** is the best.

c. Present your **survival kit** to the class.

## LESSON 10. Personal opinion

Project ▶

### BEFORE THE PRESENTATION LESSON

1. Look at the statements below. Decide which you agree and which you disagree with. Compare with your partner.

1. Natural disasters are happening more often in the world today because of the human activity.

2. Natural disaster movies should be banned, they are useless and create unnecessary fears and phobias.

3. People should develop technology to control and change weather.

4. All people should be trained to survive the most devastating natural disasters.

**2. Choose one statement that you feel strongly about, that you either strongly agree or strongly disagree with. Work on your own.**



1. Make a list of the reasons to support your opinion;
2. Make a list of the possible arguments against the statement;
3. Think which facts / ideas you can use to disagree with point 2.

**3. Use the plan below to prepare your mini presentation. Ask your teacher for help with any language you need. To find any facts to support your opinion search the Internet.**



1. Introduce the idea and state your opinion about it.
2. Talk about 2–3 arguments to support your opinion: name the argument, then give more details about it, then give an example to illustrate your ideas.
3. Tell about 1–2 arguments against your opinion: name the argument, give some details, say why you disagree with it.
4. Make a short summary of your arguments and repeat your opinion.

**4.  Here are some phrases that can help you. Using them write your presentation. Use your ideas from ex. 2 and 3.**



I believe ... / I feel ... / In my view ... / From my point of view ... /  
I hold the view that ...

Generally, it is thought that ...

Some people say that ...

It goes without saying that ...

That's one way of looking at it, however ...

I completely disagree ...

I still have my doubts ....

I find that very difficult to accept ...

No, I'm not sure about that because ...

**5. Ask your teacher to proofread and help with any language points in your presentation. Practise your presentation at home.**

### IN THE PRESENTATION LESSON

- 1. Listen to your groupmates and decide if you agree with their opinion. Do they sound persuasive?**
- 2. In groups of 3–4 discuss the statements from ex. 1, say if you agree or disagree with them and explain why. Feel free to use your classmates' arguments that you liked.**

## LESSON 11. A board game

-   **Work in pairs or groups of three. You need a coin to play this game. Any coin has two sides called heads and tails.**



1. Toss the coin. If you get heads – make two moves forward and follow the instruction in your box.
2. If you get tails – make one move and follow the instruction in your box.
3. If you can't answer the question, go back to the previous square.

# 6 UNIT

## LEISURE TIME

### LESSON 1. Is it a waste of time?

#### Communicative area

giving opinion about the role of free time

#### Active vocabulary

to indulge, leisure, to make the most of, pastime, recreational, stress relief

#### 1. a. Read the quotation and fill in the missing word.

The best intelligence test is what we do with our ... .

*Laurence J. Peter*

#### b. Listen to the recording and check your ideas.

#### c. Read the definition of the word. What do you think of the quotation in ex. 1a?



**Leisure** is time when you are not working or studying and can relax and do things you enjoy.

#### 2. a. Read the statements about leisure. Match the words in bold to their definitions.

1. The best **recreational** activity is to lie down and do nothing or binge-watch whatever you like. 2. It is unwise to

**indulge** in numerous activities on Sunday evening. 3. Cycling is a dangerous **pastime**. 4. The happiest people don't necessarily have the best of everything; they just **make the most of** what they have. 5. Laughter yoga provides **stress relief** and strengthens the immune system.



- a) an end or reduction of stress;
- b) something you do regularly for fun;
- c) done or used for enjoyment;
- d) to let yourself have or do something that you enjoy;
- e) to use to the greatest advantage.

**b. Do you agree or disagree with the statements in ex. 2a? Why?**

**c. Complete the statements with the new words of the lesson. Which of the statements are true for you? Change the others so that they would also be true.**

1. I can ... in my favourite activities only at the weekend.
2. On weekdays, I don't have enough ... time to spend with friends.
3. I think that playing video games is a harmless ... .
4. I don't know how to ... of my weekends and often feel bored.
5. I listen to classical music for relaxation and ... .
6. Our school offers a wide range of ... activities for students.

**3.**   **Moving activity "A word to the wise."**

**4. a.**   **Listen to the extract of a podcast and choose its main idea.**

- a) Leisure is a waste of time.
- b) It's important to make time for leisure.
- c) Leisure is not for everyone.

**b.**   **Listen again and answer the questions.**

1. Why does Elly compare leisure to a mirage?
2. What are the main characteristics of quality leisure?
3. What paradox does Tim mention?
4. What are the benefits of quality leisure?
5. What advice does Tim give?



**5. a. Work in pairs. Discuss the questions. Have you learnt anything new about your partner's attitude to leisure?**

1. Can you say that you make the most of your leisure? Where do you spend the bigger part of your leisure time? Who with? How often do you go to the local leisure centre?

2. How do your pastimes and recreational activities make you feel? How does it affect you if you neglect your leisure time? How will you feel if you have too much leisure?

recreation (*n.*) –  
recreational (*adj.*)

3. What helps you relieve stress? What do you do for recreation? What leisure activities are among your favourites? Are all of them quality leisure activities? How often do you indulge in them?

relief (*n.*) – relieve (*v.*)

4. Are you satisfied with the range of leisure activities available in the place where you live? Why (not)? What kind of leisure facilities you would like to have does it lack?

5. Is your town a pleasant place for outdoor recreation? How often do you take long leisurely walks in the countryside? How can city-dwellers indulge their passion for the outdoors?

leisure (*n.*) –  
leisurely (*adj.*)

**b. Has your opinion about leisure changed? Why (not)? How would you answer the question in the title of the lesson?**


## LESSON 2. There could be some truth there

<b>Communicative area</b>	speculating about the survey information about teen's leisure
<b>Active vocabulary</b>	to discourage, eager, guidance
<b>Active grammar</b>	modal verbs for deduction and speculation

### 1. Discuss the questions.

1. What advice was given in the podcast in Lesson 1?
2. What / who can discourage (=make you feel less confident,

enthusiastic or positive) you from following it? 3. Do you need any guidance (=help or advice) about recreational activities? Why (not)? 4. What are you eager ['i:gə(r)] (=very keen or enthusiastic) to do in your leisure time?

2. a.  Match the parts of the sentences. Which of them would encourage or discourage a teenager?

- |  |  |
|--|--|
| <p>1. You <b>can't</b> be serious about taking up ballet,</p> <p>2. I know it <b>could</b> be hard in the beginning</p> <p>3. It requires a lot of effort</p> <p>4. Never miss out on something amazing</p> <p>5. You won? There <b>must</b> be a mistake,</p> | <p>a) but still try again.</p> <p>b) it's too good to be true.</p> <p>c) just because it <b>might</b> also be difficult.</p> <p>d) you're too old for that.</p> <p>e) though it <b>may</b> seem easy at first sight.</p> |
|--|--|

b. The modal verbs in bold in ex. 2a. show how certain the speakers are about a possibility. Answer the grammar questions below.



1. Which of the modal verbs is / are used to show that:
  - a) we are quite sure that something is true, or it's the only realistic possibility?
  - b) we are quite sure that something is NOT true?
  - c) we think something is possible, but we are not sure?
2. Do the sentences with **must / may / might / could / can't + V<sub>1</sub>** refer to the past, present or future?

c.   Read the rules in the Grammar reference and check your answers.

d.   Moving activity "Birds of a feather..."

3. a. Read the beginning of an article about teen's leisure. Use the information in brackets to choose the suitable modal verb.

If teens aren't posting on social media, surfing the Internet or texting one of their best friends, what are they doing?

They say today teen's lives revolve around the technical world. OK, there (1. can't / must) (*I'm sure*) be some truth in this because almost everything we do is somehow connected with gadgets. Parents (2. might / can't) (*perhaps*) complain about the amount of time we spend on them. However, you (3. can't / could) (*it's impossible*) be serious saying we are zombies glued to our phones. Of course some teens (4. could / must) (*maybe*) be addicted to their mobiles, but others (5. can't / may) (*it is possible*) realise that too much time on their devices isn't necessarily a good thing. So I decided to search around and see what other teens are eager to do for fun. And here is what I've found out.



**b. Use the suitable modal verbs and the phrases in the box to answer the questions.**

1. Who is the author of the article? – It can't / must / may ...
2. Why would anyone write such an article? – They could / must / may ...



be an adult / a teenager / a boy / a girl / from the USA / from Japan

be tired of / upset, want to find out / to see for themselves / to share / to show / to prove

**4. a. Work in small groups. Rank the activities below from the most to the least popular among teenagers in your country.**

1. teaching something; 2. volunteering; 3. gadgets; 4. sports
5. nature and animals; 6. learning something; 7. working;
8. engineering; 9. creative activities (art, music, writing etc.);
10. religion.

**b. Read the continuation of the article. Compare the survey statistics with your list of from ex. 4a. Are they similar or different? Why is it so?**

Hobbies depend on your personality, sex, race, religion, background, and even education. People look at things differently, therefore it is important to find where you stand.

Photography is one hobby that interests a lot of teens, more so girls than guys. “I love to explore and use my imagination, photography is a fun way to express myself; and not to mention it’s really fun,” said Junior Elizabeth Goodman.

“I solve mysteries, I have a mystery machine and I go around my neighbourhood asking people if they have a mystery to solve,” said Senior Colin Daniels. Some people have very unique hobbies!

Another pastime that is very common in teens is generally playing sports. Staying active in their schools or community gives them a sense of importance in life.

Hobbies help build confidence in teens. It’s as if they feel like they actually are in control of something they love to do. Hobbies keep teens from getting bored and provide stress relief. It seems that if teens are more involved in activities there wouldn’t be as much criminal activity going on today.

About one-third of teens are unable to identify a talent, interest, or hobby that they are deeply emotional about.

Of those teens who say they are passionate about something, these passions include:

1. Participating in sports, athletics, or other physical activities – 28%;
2. Participating in art, dance, drama, music, writing, or other creative activities – 24%;
3. Using computers, different gadgets, or other types of technology – 15%;
4. Studying, reading, doing research, or other ways of learning – 7%;
5. Being in nature, caring for animals, or participating in outdoor recreation – 6%;
6. Doing religious or spiritual activities, or learning about religions – 5%;
7. Working, running a business, or inventing things – 3%;
8. Doing construction, architecture, or other types of mechanics or engineering – 3%;
9. Volunteering, taking part in politics, etc. – 3%;

10. Teaching, leading others, or public speaking – 2% ;

11. Other – 5% .

Even once teens find out what their interests are, many don't know how to develop them. Worse yet, about one in five teens indicate that someone (friends, family members and teachers) has actively discouraged them from following their interest. They have been told to focus their energy elsewhere, that their hobbies were a waste of time and that they weren't good enough. Fifty-six percent say others don't encourage or support their interests.

In short, it seems that most teens could use a lot more support and guidance from adults.

**c. Read the article again and decide whether the statements below are true or false according to the author. Correct the false statements.**

1. Teenagers spend a lot of time in the virtual world.  
2. People are different and so indulge in different hobbies.  
3. Participating in sports is the most popular recreational activity.  
4. Hobbies can't prevent crimes.  
5. One in three young people do not know where their interests lie.  
6. Volunteering is one of the unpopular pastimes.  
7. More than half of teenagers were discouraged by people around them.  
8. Adults should provide help, advice and support to teenagers.

**5. a. Discuss the questions below in pairs.**

1. Do you get enough guidance from your school about your quality leisure? Are you eager to participate in your school or community activities? Why (not)? What do you think of those who don't / do?

2. Did anyone encourage you when you took up your hobby? Who was it? What do the people you look up to think about your hobby? Do you need their guidance and support?

3. Has anyone ever discouraged you from carrying on with your passion? Who was it? What exactly were you told? Has these people's opinion influenced you in any way?

**b. How much do you agree with the author of the article? Use the phrases from the box on page 41.**



There could / must be some truth in ... It can't be true that ...  
That may be true for ...

## LESSON 3. Can I ask you some questions?

**Communicative area**

asking questions about leisure time

**Active vocabulary**

to get smb into, to hang out (with), memorabilia

**1. a. Make a list of recreational activities you did yesterday.**

**b. Compare with your partner and answer the questions.**

1. Which of you had more free time? 2. Which of you had more activities on your list? 3. Was it a typical day in terms of how you spend your leisure time?

**2. a. Read the answers Steve, a British teenager, gave about his leisure time. Is he happy with his leisure?**

– It depends. During the week, I don't really have much free time because of school and everything. Classes are over at 3.30, and we're given quite a lot of homework. So I can't afford much time for relaxation. It's different at weekends when I can have a leisurely morning or afternoon.

– I love doing sports – all kinds of sports in fact. I go to the gym twice a week and play a bit of football. I also listen to music, play video games, text my friends, and play with our Buddy. That's our dog.

– It depends on my mood. I think that with most people it's the same. Some days I feel sociable, some days not so much. If I want to have fun, I like **hanging out** with my friends. You know, the more, the merrier. We can go to the amusement park or to the pictures,

have a good laugh, do all sorts of things. But I don't mind staying by myself. If I want to learn something new, I'd rather be alone.

– I'm really keen on collecting football **memorabilia**. You know, programmes, tickets, cards, posters, T-shirts, things like that.

– My dad **got me into** football when I was young. We used to go to every home game. And somehow I wanted to keep the memories of those games.

– Yeah, when I was younger I used to be really into music. I played the guitar a lot, but now I play it just casually. I've loved reading ever since I read the Harry Potter series at the age of 8. Now I have less time to read but when I get to it, I still enjoy it.

– I can binge-watch some series. Or I pick up my phone and check my social media accounts.

– I don't know. Sometimes I do, especially when I feel really tired. But maybe I would feel bored. Actually, I'm quite happy with what I have.

– I'd like to think that I do. At least I try. But I know I often spend a lot of time surfing the Internet looking for interesting articles and sometimes waste too much time watching funny pet videos.

**b. Read the answers in ex. 2a again and decide what the words in bold mean.**





**Hang out with somebody:** a) spend a lot of time with somebody; b) fall out with somebody.

**Memorabilia:** a) prizes and medals someone has won; b) objects kept because they have sentimental value or are connected with memorable people or events.

**Get somebody into something:** a) discourage the person from doing something; b) make the person interested in something.

**3.**   **Moving activity “Likewise.”**

**4. a.** What questions do you think Steve was asked?

**b.**   **Listen to the interview and check your guesses.**



c. Are the following statements about Steve **true** or **false**? Correct the false ones.

1. Doing sports is one of Steve's favourite pastimes.
2. Steve started collecting thanks to his father.
3. Steve doesn't play any musical instrument.
4. Steve prefers to spend his free time with other people.
5. Steve is sure he makes the most of his leisure.
6. Steve wants to have more free time to indulge in his hobbies.

5. a. Work in pairs. Read the interview with Steve and try to copy the speakers' intonation in the recording.

b. Interview your partner. Use the questions from ex. 3 and 4 for help. Add the beginning and ending of your interview.

## LESSON 4. Pastimes, hobbies, and interests

<b>Communicative area</b>	talking about categories of hobbies, expressing opinion
<b>Active vocabulary</b>	to catch on, craze, an enthusiast, a hobbyist, odd, rewarding; names of hobbies

1. Read the saying. What do you think of it?

A hobby a day keeps melancholy away.

2. a. Look at the following explanations. Which of them do you think are true?

1. pastimes = hobbies;
2. pastimes (hobbies);
3. pastimes ≠ hobbies.

passion (*n.*) –  
passionate (*adj.*)

b.   Listen to a native speaker and check your ideas.



c. Read the sentence from the script. What does the word in bold mean?

It requires dedication from the **hobbyist**.

3. a. Look at the categories hobbies, pastimes and interests can be divided into. Are all activities placed in the right category? Correct if necessary.

**Collecting things:** coin collecting, music memorabilia ...

**Creative hobbies:** soap making, scrapbooking, ...

**Domestic hobbies:** quilting, card-tricks, ...

**Enrichment hobbies:** astronomy, mastering a new language, ...

**Games:** jigsaw puzzles, Rubik's cube, ...

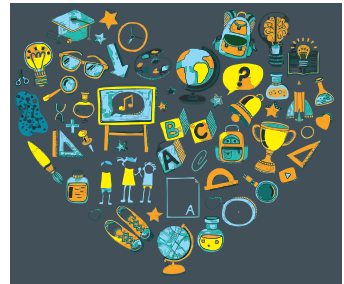
**Model and electronic:** jogging, doll's houses, ...

**Music:** playing a musical instrument, choir, ...

**Performing arts:** tap dance, robotics [rəʊ'bɒtiks], ...

**Pets:** animal training, fish keeping, ...

**Sports and outdoors:** fishing, baking, ...



b. Where would the following hobbies and pastimes go? Add some more examples to each category.

Doing crossword puzzles; bowling; building with Legos; marathons; bird-watching; blogging; mushroom hunting; DIY; keeping a diary; photography; philately; origami; ballroom dancing; kite flying; magic tricks; 3D printing; adopting a kitty; model trains; DJing; slime.

c.   Moving activity "Find someone who..."

4. a. Read the information about some other hobbies and pastimes. Match the activities to the pictures on page 45. Where in ex. 3a would they fit? Why?

A. While time travel is impossible, historical re-enactors say their hobby is the next best thing. They bring history into the present, educating themselves and spreading their knowledge



1



2



3



4



5

in an interesting way to the public. It's hard to say when hobbyists and history **enthusiasts** started putting on uniforms and recreating aspects of a historical event or period. Battle re-enactments are really popular, but many re-enactors are equally passionate about portraying daily activities, such as cooking, tailoring, and blacksmithing and other ordinary aspects of daily life. So historical re-enactment is not only about dressing up but also about mastering the skills of that time.

B. The **craze** originated in Japan in the 90s. Since then, it has taken root in the hearts and minds of anime enthusiasts across the globe, though others may find it **odd**. Its name is made up of two words, costume and role-play. Cosplay is about dressing up as favourite manga, anime or comic book characters. Anyone can become a cosplayer as it is a wonderful way of self-expression. One can buy a costume but most cosplayers prefer to create it themselves. The most popular form of presenting a cosplay costume publicly is by wearing it to a fan convention. To show their work cosplayers may also take photos.

C. It has a rich history and is a great hobby to take up as it is one that will benefit many others. Volunteering is something that people do for free because they have time on their hands and like doing it. So if you enjoy giving back to your community and do something **rewarding** with your free time, become a volunteer. It can make you a better person and help have a great

time. You could read to the elderly in hospital, knit for charity, fight for the environment or shop for an elderly neighbour. If you're eager to help animals, go to animal rescue homes or take care of homeless animals.

D. Born in New York City in the 1980s, this vocal style is now practised all over the world. Beatboxing is connected with hip-hop culture. It is the art of producing drum beats, rhythm, and musical sounds using one's mouth, lips, tongue, and voice. In classic beatboxing, there are three main sounds plus the beat. However, box beaters today can make up to eight different sounds at the same time. It may seem quite easy to create separate beats, but you have to train very hard to be able to perform a piece of music using just your own body.


E. Maps, notebooks and GPS devices are all you need for the activity that was born in Oregon in 2000. Participants use their navigation skills to find hidden containers called geocaches ['dʒi:əʊkæʃɪz]. Each cache has a logbook to list the people who visit it. It also holds items which vary from coins to toys to postcards. They turn geocaching into a true treasure hunt: you never know what you may find in the cache. And if you take something, it's only fair to leave something in return. The new pastime **caught on** quickly and now there are over 6 million geocachers around the world.

**b. In ex. 4a find the words in bold that mean the following.**

1. giving you satisfaction, pleasure or profit; 2. to become popular; 3. someone who is very interested in some activity or subject; 4. unusual or strange in a way that attracts attention; 5. something that suddenly becomes very popular, usually for a short time.

**c. Read the information again and answer the questions below about each hobby.**

1. Who is the hobby for? 2. What are the people who practise the hobby called? 3. Where and when did it originate? 4. How popular is it? 5. Does it require any special skills from the hobbyist?

**5. a.  Write down your predictions about your classmates. Who do you think could be interested or can't be interested in any of the hobbies from ex. 4a?**

**Example:** *In my opinion, Kostya can't be interested in beatboxing. He is not much of a hip-hop fan. Marina could enjoy volunteering at an animal rescue home. She is naturally good with animals.*



enjoys, loves, hates, can't stand, doesn't mind  
 is interested in / fond of / really into / keen on / good at / good with his hands (children) / passionate about  
 is a music (opera, animal, book, art) lover / sports (art, outdoor, photographic, DIY, gaming, cycling, wildlife, fitness, anime) enthusiast / sports (music, film) fan  
 a big (keen) fan / a great (real) enthusiast / a lifelong lover  
 a lover of poetry (horses) / an enthusiast of jazz / a fan of cartoons

**b.** Read out some of your predictions. Does anyone in class think the same? Ask your classmate if your idea was right.

## LESSON 5. Where you stand

**Communicative area**

describing a hobby, giving recommendations

**Active vocabulary**

outdoorsy, skilful, technical, thorough

**1.** Work in pairs. Discuss the questions below.

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

**2. a.** Work in pairs. Make a list of things you need to consider before you take up a new hobby.

**b. Did you have your personality on the list? Take the assessment quiz and choose your hobby.**

What's your hobby personality? With so many hobbies to choose from, how do you figure out which of them is likely to be right for you? Start with this quiz. It will help you identify your hobby personality.

1. A thrilling (fantastic) holiday would be ...

- a) hiking in the Alps;
- b) a bus tour around Europe;
- c) watching the grass grow in my backyard.

2. The last time you used a paintbrush was ...

- a) to create a replica of Mona Lisa on my room wall;
- b) to paint a garage door;
- c) in the fourth grade Art lessons.



3. How handy are you?

a) I built a multi-level box for my woodworking tools.

b) I guess I can put together an Ikea chair.

c) I can change a light bulb.



4. How selfish are you?

a) I help people around when I have a chance.

b) I'd give away my week's pocket money, if my friend were in need.

c) I have to share with my siblings (= brothers or sisters).

5. Name one of the Belarusian sport heroes.

a) It's hard to choose, maybe Anna Guskova.

b) I don't remember the names, but I know Minsk hosted the 2<sup>nd</sup> European Games in 2019.

c) I'm more interested in the heroes of Warcraft.

6. Would your friends and family describe you as independent?

a) Absolutely – they joke that I can entertain myself with a ball of string.

b) Yes, but I like a balance between “me time” and social life.

c) Are you kidding? If it were up to me, I wouldn't go to the mailbox without company.

7. What best describes your attention to detail?
- I have built a life-size model of my hometown with matches.
  - I can put together a jigsaw puzzle.
  - My shoelaces always come undone.
8. Describe the role of music in your life.
- In my leisure time, I compose operettas.
  - I can sing “Jingle bells”.
  - I can turn on the stereo.
9. Your idea of a good place for a walk is ...
- the countryside road to nowhere;
  - the beach front in the Caribbean;
  - from the front door to the neighbour’s.
10. An excellent way to spend a sunny spring day would be:
- a morning jog through the woods, picnic lunch, afternoon at the ballpark, watching the sunset on the beach;
  - getting out in the park for an hour or two;
  - watching *Star Trek* returns at last.
11. Which best describes how attentive you are?
- I enjoy the “hold” music my phone company plays.
  - I skip to the last page of the book to see how it ends.
  - I’ve already moved to the next question.
12. My idea of a fun Friday night would be ...
- hosting a party – the more, the merrier;
  - chatting with one or two of my closest friends;
  - curling up with a good book and a cup of tea.
13. Describe your most recent form of exercise.
- I went jogging this morning.
  - A game of bowling this weekend.
  - Does putting on socks count?
14. Are you a techie [ˈteki]?
- I put together my computer.
  - I’ve got some gadgets I know how to use them.
  - I can successfully check the money balance on my phone.



15. How good are you at creative writing?

- a) I've got my short story published in a teen magazine.
- b) I scrap in my diary from time to time.
- c) I prefer reading.

**c. Every time you answered a) in the quiz, circle the corresponding trait on the list below. Put the traits together, and you have your hobby personality. Enjoy!**

1 – adventurous; 2 – artistic; 3 – skilful; 4 – generous; 5 – history-loving; 6 – independent; 7 – thorough ['θʌrə]; 8 – musical; 9 – nature-loving; 10 – outdoorsy [ˌaʊtˈdɔː(r)zi]; 11 – patient; 12 – social; 13 – sporty; 14 – technical ['teknɪk(ə)]; 15 – creative.

**d. Match your results to the profiles below. If two or more of your personal qualities are represented, there's a good chance you'll enjoy that particular pastime.**

Are you **artistic**, **skilful**, and **thorough**? You might like scrapbooking, model ships, drawing comics or bonsai.

Are you **adventurous**, **sporty**, and **technical**? You might like diving, paintball, action photography or carting.

Are you **generous**, **history-loving**, and **social**? You might like tutoring, medieval fights, guiding tours or volunteering.

Are you **independent**, **nature-loving**, and **outdoorsy**? You might like bird-watching, mushroom-hunting, nature photography or fishing.

Are you **musical**, **patient**, and **creative**? You might like beatboxing, dance classes, guitar or poetry.

**e. Do you agree with the questionnaire results? Why (not)?**

**3.**   Moving activity “Hunting for words.”

**4. a. Use ex. 2c and a)-answers in the questionnaire to write definitions for the following adjectives.**

Outdoorsy; social; technical; skilful; thorough.

**b. What are the opposites of the adjectives in ex. 4a? Which adjectives could describe a hobby?**

**5. a.** Choose 3–4 adjectives that describe the hobby you'd like to try.

*Example: money-making, creative, not social*

**b.** Work in small groups. Let your groupmates recommend a new hobby to you. Use the adjectives from the lesson. Read the example before you start.

**Student 1:** *I'd like a money-making hobby that is also creative and not very social.*

**Student 2:** *You could try making postcards or writing short stories. You are patient and thorough enough.*

**Student 3:** *I believe you must enjoy writing song lyrics. I know you are a musical person and can write poetry. By the way, song lyrics could be sold to bands or singers.*

**Student 1:** *Thanks. I think writing short stories for the school magazine is a good idea. It could be fun.*

**c.** Choose the best of your conversations and role-play it in front of the class.

## LESSON 6. Tell your story

**Communicative area**

talking about one's hobby

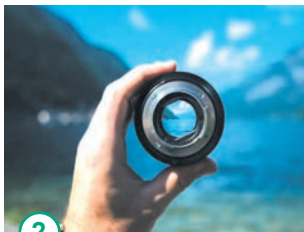
**1.** Work in pairs. Try to name a hobby for each letter of the alphabet. How far can you go?

*Example: A is for art, B is for bird-watching, etc...*

**2. a.** Look at the pictures and discuss the questions on page 52 in pairs.



1





2



3



1. What hobbies do the pictures illustrate?
2. What countries / cultures are they connected with?
3. Are they hard to do?
4. Do they require any special education and equipment?
5. What qualities do you need to succeed in them?
6. Are these activities more suitable for girls or boys?

**b.**   Listen to three teenagers, Andy, Peter, and Megan, talking about their hobbies. Match the speakers to the hobbies in the pictures and name their hobbies.

**c.**   Listen to them again and answer the questions.

What speaker(s)...

1. say(s) how long they have had their hobby?
2. say(s) how or why they started?
3. talk(s) about the history of their hobby?
4. give(s) some technical information or details about their hobbies?
5. say(s) in what way their hobby is rewarding?
6. mention(s) safety?
7. say(s) if their family support them?
8. say(s) what their plans for the future are?

**3.**   Moving activity “Find your partners.”

**4. a.** Work in three groups. Reconstruct one of the stories. Use the questions from ex. 2c and the expressions from ex. 3 for help.

**b.** Choose the volunteer from your group to present the reconstructed story. Which group was closer to the original?

**5. a.** You are going to talk about your hobby. Think about the questions you would like to answer and the vocabulary you will need. Use ex. 2c for help.

**b.** Present your hobby story and answer your classmates’ questions. While listening to others prepare 1–2 questions for the speaker.



## LESSON 7. A party in full swing

<b>Communicative area</b>	describing a party
<b>Active vocabulary</b>	fundraising, housewarming, to throw a party

**1. a.** Match the types of parties to their descriptions. What other types of parties do you know?

housewarming party   fundraising party   fancy dress party  
surprise party   pyjama party   garden party   baby shower



- a) a social occasion when a group of friends, usually children or young people stay for the night at one person's house;
- b) a party for a woman who is going to have a baby when her friends give her presents for the baby;
- c) a party organised to collect money for a cause, charity or organisation;
- d) a party that you give in a house that you have just moved into;
- e) a party where people dress to look like someone else;
- f) a social event that is held outdoors, usually on a lawn in a garden during the afternoon;
- g) a secretly planned party for someone who is not told about it until they arrive.

**b. Work in pairs. Discuss the questions below.**

1. What kind of parties have you been to?
2. Have you ever hold a party? Who organised it? Did it go well?
3. Is it easy to throw (=have) a party?
4. Think of the best party you've been to. What made it so great?
5. Imagine the worst party. Why do some parties fail?

c. Read the list of things that make any party fun according to British teenagers. Do you agree? Why (not)? Put the items in the order of importance.

Black light dance; some rockin' music; fun people; fancy dress costumes; lots of fattening food; party games; decorations; theme; fire / bubble / magic show; karaoke; bonfire or fireworks; clowns; discipline and simplicity.



2. a.   Listen to two party stories and say how different or similar these stories are.

b.   Listen to the stories again, copy and fill in the table.

Party	...	...
Time and location	...	...
Number of guests	...	...
Food and drinks	...	...
Activities	...	...
Atmosphere	...	...
Speaker's mood	...	...
End of the party	...	...

3.   Moving activity "A party survey."

4. a. Fill in the table with the information about a party you've been to.

b. Tell your partner about the party and swap the notes with your partner.

c. Tell your new partner the party story you've heard. Use the notes you've got for help. Then swap the notes with your new partner. Continue until you hear all the stories.

5. Work as a class. Share the most interesting information you remember about your classmates' party experience.

## LESSON 8. Come and join us for...

Communicative area writing an invitation

1. a. Make a list of party types. Who can name more?

b. Discuss the questions below in pairs.

1. Do all the parties on your list need written invitations? Why (not)? 2. How do you usually invite people to your parties? 3. Have you ever got or sent party invitations? Were they bought or hand-made?

2. a. Look at the pictures and read the information on page 56 about a person's hobby. What is it? How has it changed with time?

You are cordially invited to join us for  
**THANKSGIVING DINNER**



**24 November 2022**  
5 pm  
123 Turkey Lane Phoenix, AZ  
RSVP to Sharon at 123-456-7890

Baby It's Cold Outside!  
Grab a Latte and Your Shopping  
Bags...

**Girls Shopping Day Out**

1 December 2022  
12 pm

123  
Peppermint Lane  
Phoenix, AZ




It's that time of year, when the best cookies are made.  
What fun to make more, to share and to trade!

**1 DECEMBER 2022**  
2 pm  
Cindy's Holiday Bake Shop  
123 Sugar Cookie Lane



As an interior designer and a mom, I have always needed to add extra detail and creativity to everything in my life. I started out just designing birthday invitations for my daughters, as I could never find what I was looking for. From there, my hobby has grown into others wanting me to design invites for them. So here it is: my brand-new website. Welcome!

**b. What other hobbies can earn money? Do you know anyone whose hobby became a job?**

**c. Look at the invitations again and answer the questions below in pairs.**

1. What kind of parties are they for? 2. Which of them are for formal / informal parties? How do you know? 3. Which of the parties would you like to go to? Why? 4. Which of the invitations is / are the most creative? 5. What makes these invitations popular?

**3. a. Read the advice below. Who is it for?**

1. The first things you should put on your invitation are the names of the party hosts or sponsoring organisation. Your invitation wording should include the type of event (birthday party, business networking meeting, etc.) to which your guest is being invited.

2. The next item you should write on your invitation is the place where the event will be held. If guests are not from your local area, include a map to the location of your event.

3. Clearly write the date of your party, including the day of the week and time of the party.

4. You'll want to ask your guests to RSVP to your event, in order to let you know if they will be actually coming. Include with your invitation information telling your guests how to RSVP. This might be a phone number, e-mail address, or response card.



The term **RSVP** comes from the French expression “répondez s’il vous plaît”, meaning “please reply”. It means the host needs a definite head count for the planned event.

5. List any party “rules” if you have them. The invitation should clearly explain any themes and dress codes. Specify if special dress is required such as black tie, business casual. Also, inform the guests if your party has theme such as the 60s or a pyjama party.

6. Send invitations anywhere from eight to two weeks in advance depending on the formality of the occasion. Weddings require the longest lead-time; casual dinners and brunches require the least.

### Tips

- **Sound excited!** If your words are dull and lifeless, then it’s a reasonable conclusion that your party will have the same mood.

- **Use humour.** Party is about having a good time, and your invitation should reflect that. Include a quote or joke to match the intended mood of the party.

- **Invent a theme.** If your party doesn’t have a central theme, you can still invite guests to wear their best tropical shirt, baseball hat, or concert T-shirt for guaranteed conversation starters. This simple instruction promises a lot of fun ahead!

- **Choose a great font.** Whether you print your own invitations or simply write them out yourself, the font (or handwriting) can have a big effect on your message.

**b. Read the advice carefully and look at the invitations in ex. 2a again. Find illustrations for each piece of advice in the invitations.**

4.   Moving activity “A telephone line.”

5. a. Work in small groups. Make a draft invitation for one of the following parties.

Royal wedding      School dance      Traditional tea party

Fundraising party      Your grandma’s housewarming party

**b. Make sure you have included all the necessary information mentioned in ex. 3a. Proofread your invitations.**

## LESSON 9. A hobby and pastime scrapbook

Project ▶

### BEFORE THE PRESENTATION LESSON

#### 1. a. Discuss the questions.

1. What kind of hobby is scrapbooking?
2. Who is it for?
3. How old is it?

#### b. Read the information below and check your ideas. Is there anything new or surprising for you?

Scrapbooking is a crafting and documenting activity that involves taking books with blank pages and adding pictures, memorabilia, and embellishments (=decorations) to create great keepsakes. Another important element in modern scrapbooks is journaling – text that describes, explains, or highlights the photos on a scrapbook page.



Scrapbooking ranks as one of the top hobbies enjoyed by men and women of all ages. In fact, over four million adults are scrapbookers! You might be surprised to find among the famous scrapbook fans such people as Thomas Jefferson and Mark Twain. The third American president created album after album of pages containing newspaper clippings of his presidency (=time when he was president). Mark Twain invented a scrapbook with pre-pasted (like on envelopes) pages that made putting items together super easy to do.

The exact date when it started is unknown. They say that scrapbooking has its roots in England in the 15<sup>th</sup> century. To gather things that interested people: letters, poems, recipes, quotations and similar items – in one place they started using commonplace books, which were not only functional but also aesthetically pleasing (=attractive and beautiful).

Later friendship albums became popular. Typically, they were used when company was invited to a home. The company would be asked to sign the album and to add something personal.

Some people wrote a quote, a poem or their thoughts about the homeowners, others drew pictures.

Since photographs became available people started adding photos to their scrapbooks. These days digital scrapbooking has grown in popularity and there are numerous scrapbooking websites. Users can directly create and store their digital scrapbooks online.

Though its form has changed over the years the reasons for scrapbooking are still the same – to keep memories and special moments and share them with other people.

**2. You are going to indulge your creative side and make a Hobby and pastime scrapbook. Read the tips below and choose the correct headings to the paragraphs.**

- |                          |                       |
|--------------------------|-----------------------|
| 1. Gather your materials | 4. Add embellishments |
| 2. Place pictures        | 5. Plan your layout   |
| 3. Journal               |                       |

Here are some quick and simple steps to making a scrapbook.

A. ... Choose your theme. Speaking simply, the theme is the main idea holding your scrapbook together. If you've decided to make a scrapbook, you may already have a theme in mind. If you do not have it, you should start by picking one.

With your theme in mind, sort through any photo collections that may contain photos fitting with that theme. Then organise your photographs into categories. Each category should then be broken down into pages, and each page known as a layout should have about four photos assigned to it. If you plan a smaller scrapbook, you may only need two or three photos per page.

Get a general idea of the scrapbook. You need to determine how many pages you want, how many photos you want to have per page, what colours and embellishments you might want to consider using, and how many journal entries you plan to include.

B. ... Determine the style and size of your scrapbook. You can find an album or use separate sheets if you are going to make a small scrapbook. Choose paper that works well with your pictures. Select embellishments. Your embellishments should coordinate with the theme of your scrapbook. Standard embellishments include 3D stickers and rubber stamps, but you can get as creative as you want. Choose the type of adhesive



you would like to work with. Glue sticks are, perhaps, the most convenient to use.

C. ... Arrange your photos on the background paper already on your scrapbook page. Position the elements so that others you have yet to add, like journal blocks or embellishments, can still fit. *Don't* crowd the page too much, sometimes simpler is better.

D. ... Brainstorm about what to write. Consider what these memories mean to you and what you want others to understand by looking through them. Write a draft of each caption or journal block before writing it into your scrapbook. Captions can include information about dates, locations, and people in the photo. For 'longer' journal entries consider using stories, personal quotes, anecdotes, or fitting lyrics and inspiration quotes. They may not be specifically related to a photo, but make a general statement about the overall category those photos fall into.

E. ... Get creative. You can use nearly any relatively flat object for a scrapbook embellishment. Good non-traditional ideas include pressed flowers, buttons, ribbon bows, magazine cut-outs, and headlines from current newspapers.

You can create your scrapbook the old-fashioned way: by hand that is described above, or you could create it digitally using computer software. If technology is more your strong point as opposed to arts and crafts, then starting a scrapbook on the computer may be your best option.

## IN THE PRESENTATION LESSON

**1.** Present your scrapbook to your class. Did you learn anything new about your hobbies and pastimes when making the scrapbook?


## LESSON 10. Culture corner. Magic world of collectors

**Communicative area**

talking about unusual collections

**1. a.** Discuss the questions.

1. Do you know many people who collect / collected things?
2. What do / did they collect?
3. Why did they start collecting?
4. Do you know any special names given to collectors of certain items?

b.  Work in groups of three. Get a card from your teacher and do the collector's quiz. Who's the winner?

2. a. You are going to read an article about a collector. What do you think she collects? Why could she be called an enthusiastic collector?

b. Read the article and check your guesses.

In October 2021, Tracey Nicol-Lewis, a woman from Wales, U.K., was recognised by Guinness World Records for having both the largest *Harry Potter* collection and the largest collection of Wizarding Worlds memorabilia. According to the British news agency South West News Service she has 6,300 items related to J.K. Rowling's fictional world. Among them one can find a collection of 47 magical wands, special edition books and their spin-offs from different countries, LEGO sets to create the wizarding universe, limited edition Firebolt sneakers, soft toys, keychains, illustrations and at least 127 action figures.

The super fan started buying Harry Potter items in 2002, just after the birth of her son, and never stopped since. Her first collectible item was a chocolate frog from her local corner shop. By 2006, her collection had grown up to 100 items. In fact, her collection became so large that the family had to buy a bigger house to make room for all the magic. Now they live in a huge house that used to be a pub, and Tracey has three rooms dedicated to her collection and is thinking of turning the house into a museum.

Nicol-Lewis told SWNS that the world of Harry Potter helped her cope with the death of her first husband, Simon, who died in 2005. Before his death, he pre-ordered *Harry Potter and the Goblet of Fire* for her, and it arrived weeks after he died. "Harry Potter is a magical world that you can use to escape into, and that is what I did."

Aside from collecting Harry Potter memorabilia, Nicol-Lewis also enjoys Harry Potter cosplay and attends events to meet other fans. In 2020, she was married to her second husband, Martin, in a Harry Potter-themed wedding in Florida. Her dress was red and gold – the Gryffindor house colours with a wedding cake topped with a golden snitch and magic wand.

Martin's 11-year-old son loves the collection and probably feels like he's already going to school at Hogwarts. Martin himself may not be the biggest Harry Potter fan, but it was he who came up with the idea for Tracey to enter into Guinness World Records.



Nicol-Lewis hasn't had her collection valued, but she thinks she spends on average £100 every month on new items. She says that looking at and rearranging her collection is her 'happy place' and all the items have memories attached to them.

Tracey is proud to be the new record holder, but for her the most important thing that came from *Harry Potter* is all the friends she's made along the way – that is what truly makes it special. Tracey now hopes her story encourages others to pursue their passion. "Be your own person, don't follow everyone else, follow your dreams," she adds.

**c. Read the article again and answer the questions.**

1. How large is Tracey's collection? 2. For how many years had she been collecting before she got the title? 3. Why did the family have to move? 4. Why does Tracey's collection have an emotional value for her? 5. What's the family's attitude to Tracey's passion? 6. What advice does Tracey give?

**3. a. Imagine you are going to interview Tracey. Make a list of questions you would like to ask her.**

**b.**   **Listen to the interview. Does Tracey answer any of your questions?**

**c.**   **Listen again. Are the following statements true or false? Correct the false ones.**

1. It wasn't difficult to do everything required to confirm her Guinness World Records title.

2. Tracey learnt that she was a new record holder on 23 April.

3. Dumbledore's watch is one of her favourite items.

4. Tracey has the whole set of golden eggs.

5. Tracey isn't going to continue her collection.



**4. Work in pairs. Role-play your own interview with Tracey.**

**5. Discuss the questions.**

1. What do you think of Tracey's collection? 2. Would you like to become a Guinness World Records holder? Why (not)?

## LESSON 11. Board game “Noughts and crosses”

**Communicative area** playing a revision game

### 1. Discuss the questions.

1. Have you ever played Noughts and crosses? 2. What are the rules of the game?
3. What is the objective of the game?



### 2. You're going to play a variation of the game. Read the rules and say in what way it is different from the classical game.



1. The game is played by two teams that take turns marking the squares in a three-by-three grid with crosses (Xs) or Noughts (Os) until all the squares are filled.
2. The first team to get three crosses / noughts in a row (horizontally, vertically or diagonally) is the winner.
3. If neither team has three marks in a row, the game ends in a tie.
4. The team that starts the game chooses one of the squares by saying its number. The teacher gives the task and the team has 20 seconds to come up with their answer. If the answer is correct, they put their sign in the square. If they make a mistake, the second team will have a go and have a chance to fill the square with their symbol.
5. There are 5 rounds in the game:
  1. read the definition and guess the word;
  2. read the word and give its definition;
  3. read the sentence and paraphrase it using the suitable modal verb of deduction and speculation;
  4. answer the question;
  5. read the task and speak about it, say no fewer than 4 sentences.

### 3. Play the game.

# 7 UNIT

# ENTERTAINMENT

## LESSON 1. Evolution of entertainment

<b>Communicative area</b>	giving opinion
<b>Active vocabulary</b>	application, entertainment, escape, major, multiplex, performance, spectacle, venue

### 1. How do you understand the proverb below? Do you agree with it?

All work and no play makes Jack a dull boy.

### 2. a. Work in pairs. What forms of entertainment do you know? Make a list. Compare it with another pair.



b. Read the article and find out what forms of entertainment you don't have on your list.

## Evolution of entertainment

Entertainment has existed for centuries through storytelling, music, drama, dance and different kinds of **performances**.

The earliest form of entertainment, storytelling, played an important role in most forms of entertainment as a way for people to pass on their cultural values and traditions even history from one generation to another. Even today, stories are still told in the early forms such as around the fire while camping or listening to stories of another culture as a tourist.

Hunting wild animals was introduced to the Roman Empire by Carthage and became a popular form of public entertainment and **spectacle** ['spektək(ə)l]. Animals are still used in a variety of different ways to provide human entertainment: zoos and dolphinarium, circuses, hunting, safari, bullfighting and rodeos [rəʊ'deɪəʊz].

The **venue** ['venju:] and form of entertainment have continued to change according to period, fashion, culture, technology and economics. For example, a dramatic story can be presented in an open-air theatre, music hall, movie theatre, a **multiplex** or using technology such as a tablet computer or other personal electronic devices. Other public entertainment events included spectacles, competitions, races and sports. Sporting competitions have provided entertainment for centuries. As the global audience was growing, new huge stadiums were built. Live performances before the invention of audio and video recording were a major form of entertainment. In the 16<sup>th</sup> and 17<sup>th</sup> centuries, European royal courts presented masques [mɑːskz] which involved singing, acting and dancing.

In the 20<sup>th</sup> century, radio and television added to the theatrical tradition allowing the long tradition of the theatre to continue to exist. Today, films have become a **major** source of entertainment with some films like documentaries which do not only entertain but educate and inform.

Technological developments in the 20<sup>th</sup> century have led to the creation of the entertainment industry. The film industry is one part of the entertainment industry with several homes

around the world including Hollywood, Bollywood, cinema of the United Kingdom and all cinemas of Europe. Amusement parks entertain paying guests with rides, events and attractions.

The second half of the 20<sup>th</sup> century with the development of electronic media has made it possible to provide entertainment products to mass audiences globally. Video games are played using a controller to create results on a screen. The 1970s saw the birth of electronic games. In the second half of the 20<sup>th</sup> century and in the 21<sup>th</sup> century the number of such games increased enormously, providing a wide variety of entertainment to players around the world.

In the 21<sup>th</sup> century virtual reality has become a popular form of entertainment. While the field is still new, it has been tested on gaming **applications** as well as movie watching. As the power of mobile devices has increased and with faster Internet, VR is expected to be the next “big thing” within the next 10 years.

**Escape** rooms are not a new idea, but there has been a growing trend within the past few years. All new forms of entertainment don't need to be based on hi-tech innovation. Escape rooms allow a family, or a group of friends, search for clues within a locked room in order to find a way to “escape”. With the recent entertainment trends aiming at individual fun, it is great to see a 21<sup>st</sup>-century entertainment trend that encourages group work and creates a bonding experience.

**c. Work out the meaning of the words in bold and match them to their definitions.**



- a) an exciting and impressive public event or performance
- b) an event that involves entertaining an audience by doing something such as singing, dancing, or acting
- c) very important
- d) a piece of computer programme designed to do a specific job
- e) the place where an activity or event happens
- f) to get away from a place where you are in danger
- g) a large building that contains several cinema screens

**d. Complete the sentences with the correct forms of the words in bold.**

1. VR is tested on gaming ... . 2. Films have become a ... source of entertainment nowadays. 3. Hunting wild animals was a popular ... in the Roman Empire. 4. A ... is a modern ... for presenting films. 5. Circus ... attract a lot of people. 6. ... rooms encourage group work.

**3. a. Work in pairs. What forms of entertainment can you see in the pictures? Describe the pictures. Say as many sentences as you can.**



1



2



3



4



5



6

**b. Which of these forms of entertainment do you find the most exciting? Why?**

**4. a. Derive the nouns from the verbs below and make sentences with them about the evolution of entertainment.**

to perform – ...;                      to create – ...;  
to entertain – ...;                    to invent – ...;  
to compete – ...;                    to develop – ...;  
to attract – ...;                        to vary – ... .

**b. Which of the forms of entertainment mentioned in the article are popular in your family?**

**5.**  **Moving activity “Museum tour.”**



**6. a. What are major entertainment venues in your city / town? Are there any multiplexes?**



The names of most theatres, **cinemas**, **museums**, **art galleries** and **other venues** need to be used with the definite article: *the Globe* (theatre), *the Odeon* (cinema), *the British Museum*, *the National Art Gallery*.

**But** we don't use articles with:

- Possessives: *Madame Tussauds (museum)*;
- Simple place names: *Stratford (theatre)*.

**Note:** *the Tate Gallery* but *Tate Modern*.

**b. Complete the questions.**

1. What ... your favourite form of entertainment? Why do you like it? 2. What ... the most exciting spectacle you have ever seen? 3. What gaming applications ... you got on your mobile phone? 4. When ... you last go to the cinema / theatre / museum / concert / show / sporting event? What ... you like about it? 5. ... you ever experienced VR? If yes, share your experience. If not, would you like to try it? 6. ... you find escape rooms exciting? 7. What ... you think about animals in entertainment?

**c. Answer the questions in pairs. Do you have much in common?**

## LESSON 2. A weekend with a film

**Communicative area**

talking about Belarusian films, describing a film plot

**Active vocabulary**

be inspired, take revenge for, tricksters

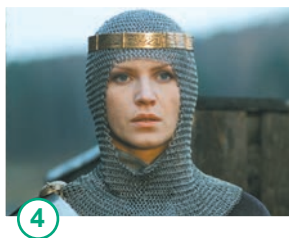
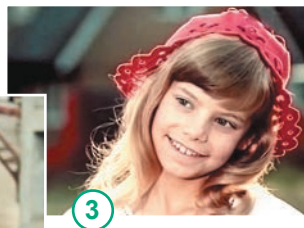
**1. In pairs, discuss the questions.**

1. How often do you watch films?
2. What films do you prefer watching?
3. Where do you normally watch films?

4. If you were a film director, which film would you shoot?
5. If you were an actor, what character would you play? In which film?
6. If you had a lot of money, which film studio would you buy?
7. If you could choose the cast for the best film ever, which actors would you invite?

**2. Look at the pictures from six films. Answer the questions with your partner.**

1. What kind of film is it?
2. Have you ever seen any of these films? Which ones? What are they about?
3. What do these films have in common?



**3. a.**   Listen to five people talking about the films from ex. 2. Which films did they watch? Which film wasn't mentioned?

**b.**   Listen again. Which film(s)...

1. were made by one **director**?
2. the main character has to fight against enemies to **take revenge for their love**?

3. contains the songs that the speakers like?
4. there is a monument of the main character?
5. two **tricksters** cheat the main character?
6. shows Belarusian history?
7. **inspired** speakers to change something in their appearance?
8. is based on a **novel**?

**c. Which of the films would you like to watch? Why? Tell your partner.**

**4. a. Complete the questions with the words in bold from ex. 3b.**

1. What famous film ... do you know? What are their films?
2. Can you name any films in which the main character ... for his friends / family?
3. Are ... usually good or bad characters in films and books? Can you name any good ...?
4. Have you ever been ... to do something after watching a film? What exactly? What film was it?
5. What is more interesting to do first: to read a ... or to watch a film based on this ... ?

**b.**   **Moving activity “Mingling.”**

**5. a. You are going to enter a competition of screenplays for *Belarus film*. Work in groups, prepare a short description of your film. Use the information below to help you.**

1. What kind of film is it?
2. Who is the main character / characters?
3. Where does the action take place?
4. What happens in the film?
5. How does the film end?
6. What actors would you like to invite to play the main parts?

**b. Work in new groups. Read your descriptions to your groupmates. Together choose the screenplay you would like to watch at the cinema.**

## LESSON 3. All the world's a stage

**Communicative area**

describing a visit to the theatre

**Active vocabulary**

auditorium, aisle, a box, curtain, dress circle, gallery, orchestra pit, sets, spotlight, stage, stalls, wings

**1. a.** The name of the lesson is the phrase that begins a monologue from William Shakespeare's comedy *As you like it*. Could you continue it?

**b.**   Listen and compare your ideas with Shakespeare's lines. Do you agree with them?

**2. a.** Look at the posters and match them to the types of theatre performances.

a) tragedy ['trædzədi];

e) ballet ['bæleɪ];

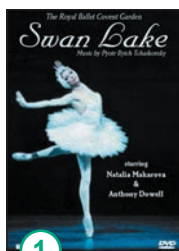
b) comedy ['kɒmədi];

f) musical;

c) drama ['drɑ:mə];

g) puppet ['pʌpɪt] show.

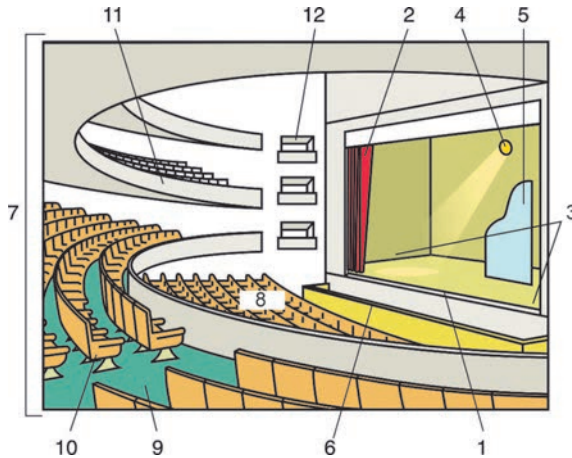
d) opera ['ɒp(ə)rə];



b. Which type of theatre performances do you prefer and why? Compare your preferences with your classmates. Which theatre performance is the most popular in your class?

see a ballet  
listen to an opera

3.   Look at the theatre plan and match its parts to their names. Listen and check.



A box; the stage; the dress circle; a gallery; the curtain [*'kɜ:t(ə)n*]; sets; a spotlight; the stalls; the wings; the auditorium [*ˌɔ:dɪtɔ:riəm*]; an aisle [*aɪl*]; the orchestra [*'ɔ:kɪstrə*] pit.

4. a.   Listen to the guide speaking about one of the most famous theatres in the world. Why is it so popular?

### The Globe Theatre



b.   Listen again and explain why...

1. Shakespeare called the theatre a “wooden O”. 2. You travel in time when you are inside. 3. The audience need to dress

for the weather. 4. Watching a performance might be a tiring experience. 5. The Globe was reconstructed.

### Did you know that...

- The Globe's shape is an icosagon, a 20-sided polygon;
- It can hold 1,570 people, 700 standing and the rest seated;
- The twelve signs of the zodiac are painted on the roof over the stage which is called *The Heavens*;
- The Globe Theatre is the only thatched-roof building in London. They had to fight for special permission to have a thatched roof, as there has been a law against thatched buildings in London since the Great Fire of 1666!

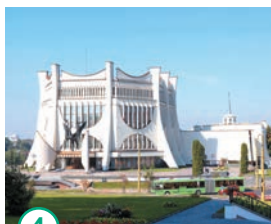
**5. a.** Look at the picture of the Globe Theatre. How is its design different from other theatres?

**b.** Would you like to see a performance at the Globe Theatre? Why (not)?

**6. a.** What Belarusian theatres do you know? Match their names to the photos on pages 73–74.

- a) the National Academic Bolshoi Opera and Ballet Theatre;
- b) the Yanka Kupala National Academic Theatre;
- c) the Maxim Gorki National Academic Drama Theatre;
- d) the Belarusian State Puppet Theatre;
- e) the Belarusian State Academic Musical Theatre;
- f) the Mogilev Regional Drama Theatre;
- g) the Grodno Regional Drama Theatre.





4



5



6



7

**b. Speak about your theatre experience. Would you like to see the performances your partner has told you about?**

1. Are you a theatre goer?
2. What theatres have you visited?
3. What performances did you see? Which performance impressed you most of all? Why?
4. What was your last visit to the theatre?
5. Where were your seats?
6. Did you see the stage well?
7. What did you like most: the sets, the acting, the music, the plot, the light and sound effects? What didn't you like about it?



**Help box**

exciting, amusing, fascinating, touching, action-packed, fast- / slow-moving, charming, brilliant, outstanding, thought-provoking, marvellous, successful, enjoyable, boring, awful, terrible, too loud, predictable

**c. What's your favourite theatre? Why do you like it? Recommend it to your partner. Would you like to go to the theatre your partner recommends?**



I really / personally / strongly / highly recommend visiting ...  
 I would strongly recommend that you visit ...  
 I can recommend ... theatre to anyone interested in ...  
 My recommendation is ...  
 If there is one theatre that I recommend, it's ...

## 7. Moving activity “Be an actor.”

### LESSON 4. Teen project

**Communicative area**

speculating about present, future and past events

**Active grammar**

types of the infinitive after modal verbs

#### 1. Discuss the questions in pairs.

1. Have you ever acted on stage? When and where? What was it like?

2. Would you like to take part in a school performance? Why (not)?

#### 2. a. Look at the poster below.

#### Totally over you

*by Mark Ravenhill*

StaR-Break youth theatre

Thurs 22 and Fri 23 July 7.30 p.m.

Kitty, Rochele, Hannah and Sinita dream of becoming stars, but first that means breaking up with their boyfriends and dating A-celebs. A mixture of romance, hard decisions and humour, it raises the question of celebrity mania in the media-controlled world of today.

Tickets £3-£6

Portsmouth's New Theatre Royal



**b. Find the following information.**

The title of the performance; the dates; the author of the play; the type of the performance; the plot director(s); the ticket price; the theatre name; the venue.

**c. Speculate about the photo. Answer the questions using modal verbs.**

1. How old are the actors? They might / could / may / must / can't **be** 15 / 17 / 20 / ...

2. What do they want to show in their performance? It might / could / may / must / can't **want** to show that ...

3. What kind of performance are they staging? They might / could / may / must / can't **be staging** a musical / a drama / ...

4. How did their families help them? They might / could / may / must / can't **have built** the scenery / **have sponsored** them / ...

5. How long have they been working on the project? They might / could / may / must / can't **have been working** for half a year / two years / ...



**d. Look through the BBC news article about the performance and check your guesses.**

### **Curtain up for teen girls' theatre project**

"It's all about the mania for celebrities<sup>1</sup> and things teens like," teenage theatre company directors, Madolyn Bartlett and Natasha Rose sum up their debut show. The 17-year-olds have produced, directed and set up their own company for the play which runs for two nights. StaR-Break theatre began nearly two years ago after they applied for Portsmouth City Council's grant for teenagers.

Actually, managing and running the company has turned out to be a huge adventure for the friends who were used to being on stage, "We always went for the lead roles. We always acted,"

---

<sup>1</sup> celebrity – a famous person, especially in entertainment and sport

said Madolyn. “We just turned up and danced and sang and went home. Then you realise there are the sets, costumes, hair, make-up, lighting, sound, projection and on top of that there’s the business side of things, the budgets and the licences.”


After all their hard work, their dream has become reality at the city’s New Theatre Royal. “It was just amazing to see our poster outside the theatre,” Madolyn added.

They chose the play *Totally over you* by Mark Ravenhill. “He’s quite an eccentric playwright [ˈpleɪˌraɪt], besides, he’s highly respected within teenage circles. We want to show that theatre can still be fashionable and enjoyable.”

The girls’ families have been participating along the way. Madolyn’s grandad’s garage became the main residence for the show’s sets. “We decided to construct a moving set, me and Tash designed it and then my dad who works as a gardener, was given the task of building the sets.”

*Totally over you* by Mark Ravenhill runs at Portsmouth’s New Theatre Royal on Thursday 22 and Friday 23 July at 19.30 BST (British Standard Time).

**e. Do you find the teens’ project inspiring? Why (not)? Would you go and watch the performance if you had a chance? Why (not)?**

**3. a.**  Look at the verbs in bold in ex. 2c and match them to their verb forms. Complete the formulae.

1. the Simple Infinitive (V<sub>1</sub>);
2. the Continuous Infinitive (be + ...);
3. the Perfect Infinitive (have + ...);
4. the Perfect Continuous Infinitive (have been + ...).

**b. Complete the sentences with the correct type of the infinitive.**



We use **must** + ... to say that we are quite sure that something **is true**.

We use **must** + ... to say that we are quite sure that something **is happening now**.

We use **must** + ... to say that we are quite sure that something **was true or happened in the past**.

We use **must** + ... to say that we are quite sure that something **was happening in the past**.

We can use **can't** + ... to say that we are quite sure that something **is NOT true**.

We use **can't** + ... to say that we are quite sure that something **is NOT happening now**.

We use **can't / couldn't** + ... to say that we are quite sure that something **did NOT happen or was NOT true in the past**.

We use **can't / couldn't** + ... to say that we are quite sure that something **wasn't happening in the past**.

We use **could / may / might** + ... to say that **it's possible** that something **is true** (but we are not sure).


We use **could / may / might** + ... to say that **it's possible** that something **is happening now** (but we are not sure).

We use **could / may / might** + ... to say that **it's possible** that something **was true or happened** in the past.

We use **could / may / might** + ... to say that **it's possible** that something **was happening in the past**.

#### 4. Read the teens' words and choose the correct alternative in each case.

1. Where is Mike? He might (be / have been) behind the wings. 2. Kevin couldn't (be dancing / have been dancing) with Jane. She wasn't performing on stage that day. 3. Tom's not answering the phone. He could (be practising / practise) his role now. 4. Clara must (learn / have been learning) Drama for many years. 5. If the project is success, the famous playwright could (write / have written) a new play for our theatre. 6. I really don't know where Mary could (have been / be) during the last scene. 7. They might (have been talking / be talking) and didn't appear on stage on time. 8. Freddy can't (have taken / have been taken) the project money! 9. You must (be joking / joke)! 10. Fiona may (break / have broken) her leg when she fell into the orchestra pit.

**5. a.**  Work in pairs. Look at the photo in ex. 2c again and speculate on the plot of the play. Use modal verbs and different types of the infinitive. Write your ideas on a sheet of paper.

1. Where are the characters? 2. What are they doing?
3. What has happened? 4. How do the characters feel and why?

**b.**   Moving activity “Share your ideas.”

## LESSON 5. Cinema vs theatre

Communicative area

giving opinion

**1.** Which of the following genres do you typically associate with theatre performance? Which ones with movies?



Musical; comedy; melodrama; tragedy; opera; mystery; fantasy; science-fiction; documentary; pantomime; puppet show; romantic comedy; soap opera; horror; adventure; drama; historical; war; ballet.

**2. a.** Since the invention of cinema the death of theatre as a form of art has been predicted. Read the statements. Are they about theatre or cinema?

1. ... tends to be more, let me say, aristocratic while ... is aimed mostly at mass audience. I doubt that any film will be around as long as a play written in the 19<sup>th</sup> century.

2. The major difference, though it sounds strange, is in the fact that ..., as you probably meant to say, speaks to millions at the same time whereas a ... performance to a few hundred. ...s will never have a problem with bringing in big business money.

3. There is a fundamental difference when we contrast ... to ... (and it has nothing to do with technical differences) – it is in the relationship of the actor to the audience.

4. ... also has a democratic element that ... cannot have. Something is happening on stage in front of you and the audience has the possibility of showing their reaction, communicating their feelings. That makes each performance original.

5. The performance of emotion is the most difficult aspect of film acting: while the ... actor can use enlarged gestures and loud voice to express emotion, the ... actor must rely on tiny facial ticks and lifts of the eyebrow to create a believable character.

6. Of course, more people go to the ... just because it offers more visual entertainment through visual effects, whereas ... offers more speech and real eye-contact.

7. ... is different from all other forms of visual presentation because it is live.

b.   Listen and check your ideas.

c. Discuss in small groups.

1. Do you believe that theatre is more aristocratic or even snobbish than cinema? Why? 2. Why is it easier for film than theatre directors to find money for their projects? 3. What's the relationship between performers and audience in the theatre and in the cinema? 4. Which statements claim that a film actor has to be more skilful? Why? 5. In what way is every theatre performance different? 6. Which of the statements prove that theatre is here to stay? Do you agree? Why (not)? 7. What statements don't you support? Why?

**3. a. Look through some replies at *Yahoo answers*. What was the question?**

1. I'll always choose a live performance over a recorded one. In theatrical productions, there's actually a kind of energy between the performers and the audience that's absolutely fascinating (unless it's a terrible performance).

2. I mainly go to the cinema, but after a while I get a real hunger for staged drama and have to go to the theatre.

3. Theatre. It tends to be more detailed than cinema because it's usually created for theatre goers who on the whole are a

small and educated company rather than the unwashed masses that go to the cinema.

4. It depends. I am a movie lover, but I love a great play on stage. *Phantom of the opera* was better on stage than it was as a movie for example, but *The Lord of the rings* would not work as well on stage as it did on film. 😊

5. Going to the theatre is a very unique experience. The atmosphere is always very different to that of a cinema. Seeing live performances, especially that of actors in a play, is completely different to watching them on screen. There is a magnetism and skill which are easy to notice. Live music is always a bonus. It always gets the audience in the mood.

6. Do you mean a theatre, like a live performance? I would prefer a live performance such as Broadway over a movie any day. The sets and acting are just simply amazing. A movie could never replace what a live act puts on the table.

7. I personally like both on the same level. If we are to compare them on the level of enjoyment it provides, I would say theatres are better. When you watch a movie a second time it will have the same plot, the same reactions and speech, but at theatres only the plot remains the same.

8. I like cinema. OK. But theatre? I just don't get it. I went to the theatre the other night and had to give up my eating, drinking and talking time to watch a bunch of people jumping around on stage for three hours dressed up in stupid costumes and singing stupid songs out of tune and making stupid jokes that everybody in the audience fell about laughing at for no reason at all. If people behaved that way in real life everybody would think they were mad. They don't talk normally, or walk normally. Every time I go to the theatre I just can't wait for the final curtain. And then it's normally too late for a good meal. What a waste of time!

9. The theatre is so rich in what it offers. We are lucky to have literature dating back over a couple of thousand years, and much of this has been translated into a form which can be presented in the theatre. It's great to go with friends, interested groups or even on your own as the audience becomes part of the experience of the theatre. It's a social thing. Watching a film online is alright, but going out to the theatre is something you can dress up for and meet other people.

10. I am fond of going to the movies, especially if they have a movie playing in 3D. Recently, I went to the movies with my family and got a bag of popcorn plus some drinks. You won't believe it, but these days a large bag of popcorn costs \$17 where I live. However, if you do enjoy the movie, it is definitely worth it! When I went, I saw the final sequel to *Final destination*.


**b. Read the answers and discuss the questions below in pairs.**

1. How many people prefer movies to theatre? What are their reasons? 2. How many people choose theatre? Why? 3. Which opinions in ex. 3 could the statements in ex. 2 complete? 4. Are there any ideas seem absurd or silly to you? 5. Which statements sound as if you could have said them?

**c.**   **Moving activity “Theatre or cinema?”**

**d. Read the texts again. Find the following words and phrases.**



1. The phrases that help speakers introduce their opinion. 2. The words and phrases that are used to link statements together. 3. The ones that help add up the information. 4. The ones that help compare and contrast ideas. 5. The adverbs and clauses that say how often and why something happens. 6. The adjectives that make the speaker's opinions sound more emotional.

**4. a.**  **Imagine you are answering the same question on yahoo. answers. Write down your answer.**

**b. Read your classmates' answers. Find interesting ideas you share.**



## LESSON 6. THATMuse

<b>Communicative area</b>	asking and answering questions about museums, expressing an opinion, speculating about the events
<b>Active vocabulary</b>	phrasal verbs

**1. a.**   **What are the benefits of visiting a museum? Use the words on page 83 to make up sentences. Words can be used several times. How many sentences can you make? Listen to possible answers.**

community of smarter museums effective time make you centres  
good feel learning friends provide way inspire an are family to way  
great with a spend and

**b. What other benefits can you add?**

**2. a.**   Look at the photos. Speculate on what you see. Use modal verbs **must / could / might / may / can't**. Listen to the visitors and check your ideas.



1



2



3



4



5

1. What museum is this? Where is it located? What can you see there? How many exhibits does it house?

2. Look at the title of the lesson. What do you think the letters stand for? Who are these people? What are they doing?

3. What are the people doing? Why?

4. What have the woman and the girl got? What did they do to get them?

5. Where are the young women? What are they doing?

**b.**   **Moving activity “Treasure hunt.” Complete the sentences in your cards with the correct particles. Please, don't write in the book.**

1. It was at the British Museum where I **tried** ... the experience for myself.

2. We were handed a list of artefacts to find, as well as a questionnaire to test the knowledge we would **pick** ... along the way.



3. Once on the hunt, I became **caught ... in** the hunt for these mysterious treasures.

4. I didn't win, but the novelty prizes **given ...** were a nice touch.

5. I'm **looking ... to** exploring the many landmarks on the route.

**c. What do phrasal verbs in bold mean? Complete the sentences making them true or false about you. Read the sentences to your partner to guess whether they are true or false.**

1. I'm looking ... to ... .
2. I picked ... .
3. I was caught ... in ... .
4. I sometimes give ... .
5. I'd like to try ... .

**d. Why do you think THATMuse treasure hunts are getting popular? Would you like to try out the experience?**

**3. a.**  **Work in pairs. Get a card with questions from the teacher and interview your partner. Don't show your questions. Take notes.**

**b. Report the most interesting facts about your partner.**

## LESSON 7. Fun things to do in London

<b>Communicative area</b>	speaking about entertainment for teens in London and in Belarus, persuading to visit a venue
<b>Active vocabulary</b>	break out, crush, fascination, hire, inspire, newbie, sleepover, stone's throw, weird

**1. Where do you usually hang out with your friends? What do you do?**

**2. a. Look at the photos of great places for teens in London on page 85. Do you know what they are? Match the photos with the paragraphs.**



1



2



3



4



5



6

## 1. The ArcelorMittal Slide in Queen Elizabeth II Olympic Park

You know that Olympic Park is FREE to visit, and it is also home to the London Aquatic Centre, the London Stadium, the Copper Box Arena, the Lee Valley VeloCentre and the Lee Valley Hockey and Tennis Centre. You're able to hire equipment or pay to get involved in most of the activities at each of these venues, but you can't leave without visiting the Orbit and Slide.

The ArcelorMittal Orbit is Europe's highest sculpture, and you can't miss it. It's big and red and weird looking. But if you look closely you'll also see a shiny metal tube going from top to bottom and that's the World's longest tunnel slide. It's great fun, and we haven't met a teenager who hasn't loved it.

In fact, a day out to the park and slide is perfect because there's a massive Westfield shopping centre just next door which is full of restaurants, cinemas and all the shops that teenagers like to spend their money in.

## 2. The National Gallery

Situated in Trafalgar Square, the National Gallery is a great choice for adventurous and artistic teenagers. Plus, sometimes they just want to put on their headphones and disappear into their own little world, and this is a great place to do it.

You can easily spend anything between 45 minutes to three hours in here. The building is really well laid out, and the rooms are large and spacious, so the artworks are brilliantly displayed.

Make your way to the National Gallery for the Be Inspired tour to find out which paintings influenced the artists of today. Plus, the gallery provides free art materials, so you can practice your sketching skills. It's free to enter and there are two very good venues here – a restaurant and a cheaper cafeteria.

It is also a stone's throw from Covent Garden, so you can always hang out there if you get bored.

### **3. Skate parks and BMX (bicycle motocross)**

Most local parks in London have an area for skaters and they are pretty sociable places. Without doubt the House of Vans is now the most popular venue with its skate school; BMX support group, girls only nights; cinema; live music and exhibitions. Don't forget the Lee Valley VeloPark over at the Queen Elizabeth Olympic Park which also has a great track and lessons for both newbies and experienced riders. The Hammersmith BMX Club is a modern track including London's only BMX track wall ride.

### **4. The Sherlock Holmes Museum**

Teenagers have always had a weird fascination with Sherlock Holmes. Since actors Benedict Cumberbatch and Robert Downey Jr, put on the famous deerstalker (hat), he's become something of a teen crush. Teenage boys would like to be him, and teenage girls rather fancy being his Watson.

Well, London is obviously the place to follow in his fictional footsteps, and you should start with Baker Street. Your Holmes adventure actually begins in the tube station where various scenes from Conan Doyle's book decorate the platform walls. You won't miss the *Talking statue* of the great man himself. Yes, we did say talking! Just scan the QR code with your phone, and he'll speak to you. Then head to 221b Baker Street, which is confusingly between 241 and 237, and you'll find The Sherlock Holmes Museum complete with a Victorian style policeman outside who will happily pose for photographs.

The museum is quite small. Its rooms are set out to how they are described in the books.

Teenage and adult fans will love it and will probably spend a good deal of cash in the gift shop. After visiting the museum,

drink a cup of real English tea in one of the many cafés along Baker Street or better still pop into The Beatles Shop next door.

## 5. Sports venue tours


If you're a sporty teenager, you know that there's only one thing better than playing or watching sport and that's visiting an iconic venue. And as London boasts numerous grounds dedicated to football, rugby and cricket they're spoiled for choice when it comes to a tour.

Football fans will probably want to start with the team they support, and you'll be pleased to know that Chelsea, Arsenal, Tottenham, West Ham and Crystal Palace all do tours. And not just tours – you can be guided round by a former club legend at some venues and even have a sleepover. Then of course there are tours of Twickenham – the Home of English Rugby; Lords – the spiritual home of Cricket and Wimbledon for tennis fans.

## 6. Locked up in an escape room

If you like using your brains more than your physical strength, than we highly recommend you try out Escape Entertainment London. Once there, you are locked into a room and given an hour to work as a team and solve the puzzles in the room that will allow you to break out. The rooms have been built by psychologists, puzzle solvers and organisational behaviourists<sup>1</sup> and then designed by movie and theatre set designers. The result is an exciting, challenging but highly enjoyable experience.

There are several Escape Rooms in London including Sherlock: The Official Live Game – based on the TV series – but this is our favourite.


**b.**  **Work in teams. Get a handout with a crossword from the teacher. Use the information from the text to do the crossword. The team to finish first is the winner.**



**c. Answer the questions. Give some details.**

1. Is there a cool **venue** for teens a stone's throw from your home? 2. Are you a **newbie** at skating or cycling? How long

<sup>1</sup> behaviourist [bɪ'hɛvjərɪst] – someone who studies people's actions

have you been doing this activity? 3. Do you have a **fascination with** Sherlock Holmes? 4. Do you have a **crush on** Benedict Cumberbatch? 5. Have you ever had a sleepover party? Did you like it? 6. What people or things **inspire** you? 7. What equipment can you hire in Belarusian parks? 8. Have you ever **broken out** of a weird place?

3. a.  Get the name of a venue and read the text about it carefully. Be ready to persuade your groupmates to visit the place.

b.   Moving activity “Carousel.”

4. a. Choose the place your group would like to visit first.

b. Do you have similar venues in the place you live in? Which ones would you recommend to your foreign friend? Why are they worth visiting?

## LESSON 8. A museum review

Communicative area	reviewing a museum, sharing experience
Active vocabulary	incredible, fabulous, outstanding, stunning, spectacular, terrific

1. a. Look at the pictures below. What kind of museums could they be taken in?



fractals



Jasper Johns, Flag, detail



front pages wall

b. Look through the museum reviews and match them to the pictures. Were your guesses right?

## The Museum of Modern Art New York

While in New York City during Thanksgiving break, my family and I visited the Museum of Modern Art (popularly called MoMa), on West 53 Street. The art collection consists of over one hundred thousand paintings, sculptures, drawings, prints, photographs, architectural models and plans and design objects, most of which were given as gifts to the museum. The museum also has many of the **outstanding** modern artwork, including Van Gogh's *The starry night*, Picasso's *Three musicians* and Dali's *The persistence of memory*.

The special exhibition that day featured the works of an American artist, Jasper Johns, whose art has been described as “unclear” and “enigmatic”. His most famous work is called **Flag**, which is a painting of the American flag mounted on three plywood panels. Many of his works are very complicated and detailed. Some have been painted in bright lively colours, while others are black and white. His paintings include many styles and types of art. In some he only uses numbers or letters to express his ideas, while in others he paints using strokes of the brush to carry the images in his mind. I found Jasper Johns' artwork very interesting and unique.

I really enjoyed visiting MoMA. Seeing many of the original paintings that I had previously only seen in photographs or posters was truly **incredible**. I would definitely recommend that anyone who goes to New York City and has an interest in modern art should visit the Museum of Modern Art and see its **fabulous** collection.

## Newseum – Washington, DC

The Newseum is a museum that explains the process of gathering and reporting the news. The museum building itself is **spectacular** and is located in a **stunning** spot: windows and a balcony at the Newseum offer a picture-perfect view of the Capitol and a panoramic view all around.

I started with a brief orientation video on the lowest floor, which advised me to start my visit to the Newseum on the sixth (top) floor. I decided that I wanted to see the 3D movie first, and that was a lot of fun. There's no extra charge, and it is both educational and good 3D, even if the acting doesn't win any

awards. After the 3D movie, I looked through the exhibits on the Berlin Wall and the Sept. 11 terrorist attack, both of which were extremely **involving**.

I then went up to the sixth floor to finish the rest of the Newseum. There were highlights on every floor, and something to make me pause and read every few steps. There is a lot of technology in the Newseum, including many projection displays with well-known people discussing every aspect of the news and our culture. I have always been interested in the news, so this stuff was all **fascinating**. The video quality at these displays was very professional, and the sound was good, too.

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

The Newseum surprised me. I was expecting a good museum, but it is a GREAT museum. There were literally things that made me stop and think every few feet. One example was a display of Pulitzer Prize winning photographs, all of which were absolutely **terrific**. From one room to the next, the Newseum showed cultural treasures in clear and interesting ways.

No doubt, the Newseum is worth visiting.

**c. Read the reviews and answer the questions about each of the museums.**

1. What type of museum is it? 2. What is the idea or aim of the museum? 3. Where is it located? 4. What does the main collection demonstrate? 5. What exhibits or activities did the reviewer enjoy? 6. What did the reviewer find especially exciting? 7. Were there any disadvantages or weak points? 8. What's the reviewer's overall opinion? 9. Who can this museum be recommended to?

**2. Look at the way the reviews are written and complete the vocabulary activities below.**

Which of the reviews sounds more formal? Why? Which one is the most informal? Why? Find the phrases that prove your point.

**3. a.** Look at the adjectives in bold in ex. 2b. What do they add to the reviews? Match the adjectives with their definitions below.



- a) something that influences you, makes you participate;
- b) strikingly beautiful or attractive, extremely surprising;
- c) sensational in appearance or thrilling in effect, dramatic;
- d) extraordinarily good or great;
- e) almost unbelievable; legendary;
- f) different from others in excellence;
- g) arousing great interest, capturing attention;
- h) beyond belief or understanding; unbelievable.

**b.** Find more adjectives to add to the list in the review.


**c.** What do you consider **stunning** / **spectacular** / **terrific** / **fabulous** / **outstanding** / **incredible**?

**d.**   Moving activity “At the museum of three artists.”

**4. a.** Find the phrases that help the reviewer express his/her opinion.

**b.** Find the lines used to give recommendations to the reader.

**c.** Which of the museums would you choose for a day out? Why?

**5.**  Think of a museum you’ve been to and enjoyed a lot. Write a museum review. Use the reviews above and the questions in ex. 1c for help.

## LESSON 9. Teen entertainment guide

Project ▶

**Communicative area**

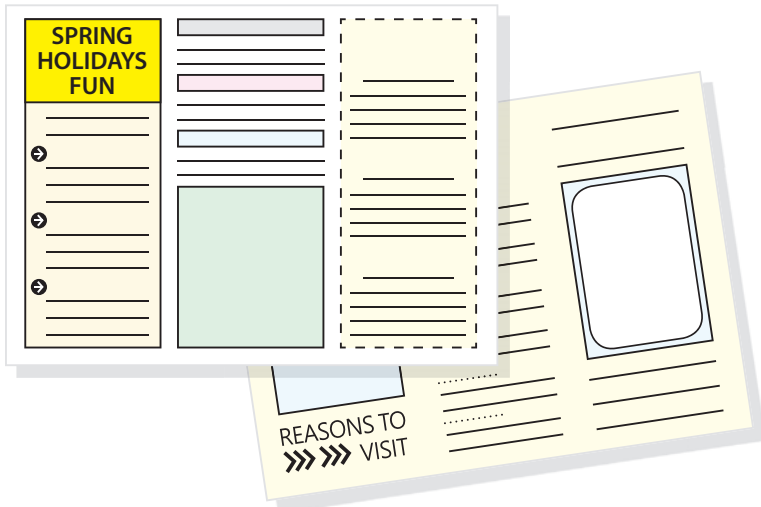
making an entertainment guide for teenagers

### BEFORE THE PROJECT PRESENTATION LESSON

**1.** The spring holidays are coming. What can teenagers do to relax? Create an entertainment guide for teens!



- a. Work in groups of 3–4. Surf the Internet and choose 3–4 activities for teens to do during the spring holidays in the place you live in.
- b. Make up PDF pages for a brochure: 1 page per activity. Use your imagination and creativity for the pages' design. Use the active vocabulary of the unit. Include the following information.



- Name;
- Venue;
- Date and time;
- Money;
- Fun things to do / to see;
- Why visit?;
- Come here and you will feel ...;
- Did you know?

## IN THE PRESENTATION LESSON






1. Display your pages on the walls. Walk in pairs, read the pages created by your classmates, and choose two activities you would like to participate in.
2. Suggest doing activities you have chosen. Explain why it is worth doing.
3. Vote for the best three activities to do together.

4. Decide on the dates, time, meeting places.
5. Create one PDF document including all the ideas and share it with all the classmates (and your teacher).
6. Enjoy your holidays with your friends!

## LESSON 10. Jeopardy

Communicative area

revising the material of the unit

1.   Play the Jeopardy game “Entertainment”.
2.   Moving activity “Running dictation.”
3.  Work in groups and make up a story *Fun in the city*. Start it with **One day...**



1. Think of the main character.
2. Get an envelope with vocabulary words.
3. Pick up a card with a word in turn and add a sentence to the story using the word on the card.
4. Choose a secretary who will write down the story.
5. Use your imagination, creativity and sense of humour. No dark ideas!
6. Read other groups' stories and choose the most original / entertaining / touching one.

## LESSON 11. Top 10 museums

Communicative area

speaking about famous museums, discussing the headlines

1. What is the best museum you have ever been to? Why did you like it?

**2. a. Work in pairs. Look at the list of the best museums in the world. What do you know about them? Are there any you haven't heard about? What about your classmates?**



1. The British Museum



2. The Metropolitan Museum of Art



3. The Museum of Modern Art (MoMA)



4. The Vatican museums



5. The Smithsonian museums



6. The Uffizi [u'fɪtsɪ] Gallery



7. The Louvre



8. The Orsay [ɔ'ɜ:seɪ] Museum





9. The Prado [ˈprɑ:dəʊ] Museum



10. Tate Modern

**b.**   **Look at the photos above. Which of the museums is number 1 on the top list? Listen to Mark Broadhead, *Lonely planet* author,**

talking about the 10 top world museums and check your guesses. Put the names of the museums in the order they are mentioned.

c.   Listen to the recording again. According to the information you get, which museum(s)...

1. are famous for their large size?
2. are situated outside Europe?
3. are art museums?
4. is a history museum?
5. have an unusual building history?
6. occupy more than one building?
7. are often crowded?
8. started as private collections?

d. Which museums display the following exhibits?

The Venus de Milo; George Washington's portrait by Gilbert Stuart; frescos by Michelangelo; paintings of Cezanne; Salvador Dali's works?.

3.   Moving activity "Living statues."

4. Discuss the questions below in pairs.

1. Why are there mostly art museums and galleries in the top list? 2. Are there any art museums in your country? Are they popular with tourists? Do they display any famous exhibits? 3. What other museums are popular where you live? 4. Which of the museums above have you been to? Which one(s) would you like to visit? Why?

5. Discuss the headlines below in small groups. What are the stories behind the headlines? Do you think they'll come true? Change partners and share what you said and heard.

1. The United Kingdom becomes a living museum;
2. Virtual Reality history museum opens;
3. Exhibition of (your name ...) a student from Belarus a major success;
4. All museums to close and go online;
5. Disaster at opening of Museum On The Moon.


# 8 UNIT

# MEANS OF COMMUNICATION

## LESSON 1. Great ideas from great minds

<b>Communicative area</b>	asking for and giving information
<b>Active vocabulary</b>	communication, a device, a means, a network, to receive, a wire
<b>Grammar</b>	definite article

**1.** What do you think the greatest inventions of the humanity are? Play the racing game in two teams. The members of each team run to the board in turn to write one invention each. Stop playing after three minutes. Which team is the winner?

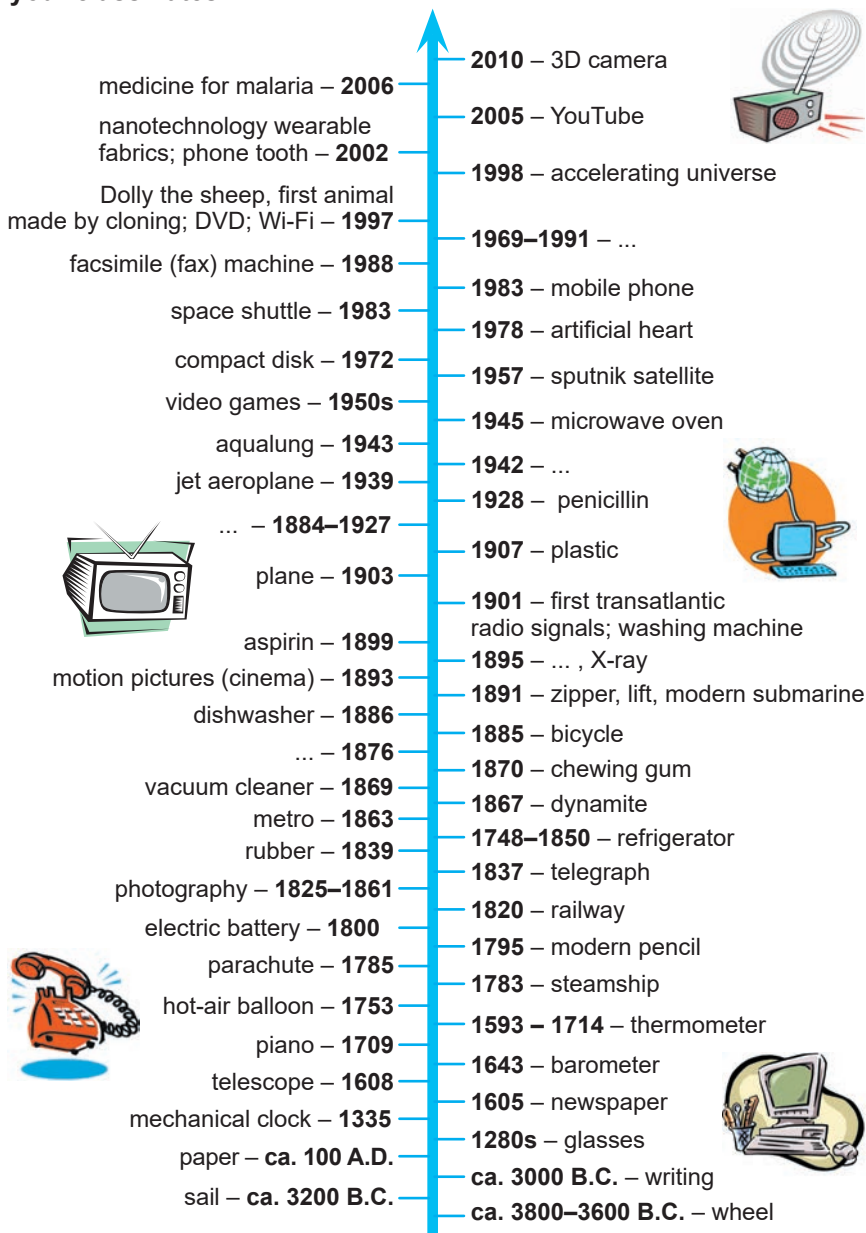
**2. a.**  Read the rules on the use of the definite article. Explain the use of articles in this sentence.

Thanks to television I can travel to the most remote corners of the world.


**b.** Work in pairs. Put the following words into categories according to the rules.

The radio; the wheel; the elephant; the world; the theatre; the television; the light bulb; the train; the sun; the hydrangea; the bicycle; the mobile phone; the otter; the aqualung.

**3. Work in pairs. Look through the timeline of some great ideas and decide which three inventions are the most important. Compare with your classmates.**



*Example: I think the wheel is an important invention, because ...*

4.  Moving activity “A word”.

5. a. You can find the missing inventions in the pictures. Match them with the years.

b. Read the definitions below and match them with the missing inventions. What do all these inventions have in common?

1. It is a global system of computer **networks** (systems of **communication** between several computers) which consists of millions of private, public, business and government networks.

2. It is a telecommunication **device** for speaking to someone which sends an electric signal (sound) along a **wire** to a similar device.

3. It is the most widely used **means** of telecommunication which sends and receives pictures together with sound.

a means – all means

4. It is a means of communication which is based on sending and **receiving** sounds using electromagnetic waves instead of wires.

5. It is a telecommunication device which operates using radio signals and can be freely moved from one place to another and used in cars, trains, etc.

6. a. Match the words in bold in ex. 5b with the definitions.



- a) an object or machine which has been invented to fulfil a particular purpose;
- b) a method or way of doing something;
- c) get or be given something;
- d) a thin piece of metal usually covered in plastic, used for taking electricity from one place to another;
- e) the process by which people exchange information, express thoughts, and feelings;
- f) a system of lines, tubes, wires or roads that cross each other and are interconnected.

**b. Complete the article about modems with the new words.**

A modem is an electronic (1. ...) which allows a computer to send and (2. ...) information through standard telephone (3. ...) and, therefore, over long distances. It connects computers into a (4. ...) and turns your computer from a data-processing machine into a modern means of (5. ...). The traditional modem is losing popularity with the appearance of new (6. ...) of Internet access.

**7. a. Discuss with your partner.**

1. Do you have a local area computer network? 2. What means of communication is the most important these days: the radio, the TV, the telephone or the Internet? 3. What do you think is the best device for sending and receiving information?

**b.**  Write a paragraph answering the questions in ex. 7a.

## LESSON 2. Communication basics

<b>Communicative area</b>	listening and reading for gist and for detail
<b>Active vocabulary</b>	barrier, channel, gesture, mass media, medium, negative prefixes of adjectives, sign language
<b>Active grammar</b>	types of sentences, compound sentences with relative clauses

**1. In pairs, answer the questions.**

1. What is the main aim of communication? 2. Is communication typical of humans only? 3. Can we communicate without words? 4. What are the main kinds of human communication? 5. What are the main channels of communication? 6. Are there any barriers to effective communication?

**2. a. Read the article from a website to check your answers.**

How do we learn and share information? Through communication, of course. The thing at the bottom of



communication is the sending and receiving of messages. Either to one person, or to thousands of people, we pass on our ideas, thoughts and feelings using different types of communication.

We, humans, can communicate by speaking, having conversations and making speeches, and in writing, producing the printed word and hundreds of e-mails. There exist different channels of communication which are the mass media like newspapers and magazines, TV, radio, and the Internet. Each communication medium has its advantages and disadvantages.

Can we communicate without words? Definitely! Our body language which includes our gestures, posture, tone of voice, the amount of eye contact, shows our feelings and sends strong messages. People who are hard on hearing or deaf, use sign language.



According to statistics, people spend more time on communication than they spend on any other complex activity in their lives – from 50 to 80% of the workday, two thirds of which is spent in talking.

However, it would be a mistake to think that communication is only limited to humans. Animals communicate successfully through sounds and actions, as well as computers do through their electronic networks.

There are several barriers to effective communication: technical, emotional, physical, psychological, cultural and linguistic ones.

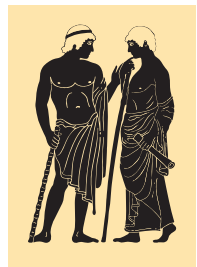
**b. Answer the questions together with your partner.**

1. How do people communicate without words? 2. What does the body language consist of? 3. Can you explain the idea of barriers to effective communication?

**3. a.**   **Listen to the story. What kind of barrier does it illustrate?**

**b. Which version of the moral for this story do you prefer and why? Tell your partner.**

- a) Things look the way we look at them.
- b) When you judge another, you do not define them, you define yourself.



c) If you change the way you look at things, the things you look at change.

d) You see people and things not as they are but as you are.

e) It's not what you look at that matters, it's what you see.

**4. a.**   **Moving activity “Find your opposite.”**

**b.**  **Work with a new partner. Write the opposites to the following adjectives.**

Pleasant; honest; friendly; impolite; patient; respectful; unattractive; unhelpful; unsociable; unfaithful; inhospitable.

*Example: pleasant – unpleasant.*

**c.**   **Listen to the story again and check yourselves.**

**d.** **Repeat the adjectives after the speaker. Mind the stress.**

**e.** **What are the people like in the place where you live? Share with a partner.**

**5. a.** **Match the types of sentences with the examples.**

a) simple; b) compound; c) complex.

1. She asked John for a remote to switch to her favourite soap opera, but he switched to a sports channel.

2. Television is a telecommunication medium for transmitting images of fixed or moving objects.

3. She was always using a remote for switching channels, which was making her lazy.

**b.**   **Read the rules in the Grammar reference to check yourselves.**

**c.** **Find examples of each type of sentence in the lesson.**


**6. a.** **Complete the questions with the active vocabulary of the lesson.**

1. Do you have a favourite ... on TV? 2. Do you agree that television is a very powerful ... in shaping people's opinions?

3. Do you think that mass ..., like the cinema or the radio

could play a more active role in giving advice to young people?  
4. Do you spend a lot of time talking to people? 5. Do you use ... a lot when you talk? 6. Is there any ... to your effective communication? 7. Do you understand ... language?

**b. Talk in small groups. Ask and answer the questions above.**

**c.**  **Write one simple, one compound and one complex sentence to answer three of the questions above.**



## LESSON 3. Communication is the process by which...



<b>Communicative area</b>	defining, asking for and giving information
<b>Active vocabulary</b>	to communicate, portable, remote, to replace, technology
<b>Grammar</b>	complex sentences with attributive relative clauses, omitting relative pronouns

**1. a. Read the limerick. Fill in the words from the box.**

pet ♦ phone ♦ Net

There once was a young man called Brett  
Who would spend his free time on the (1. ...) .  
He stayed home all alone –  
No TV and no (2. ...) ,  
A computer mouse – his only (3. ...) .

**b.**   **Listen to the limerick and check yourselves. Mark the stressed words.**

**c.**   **Listen and repeat after the speaker. Learn the limerick by heart.**

**d. What was Brett's favourite means of communication? Do you think he had enough communication? Do you know someone like Brett?**

2. a.   Read the first two lines of the limerick again. They make a complex sentence. Answer the questions on page 8 in Grammar reference.

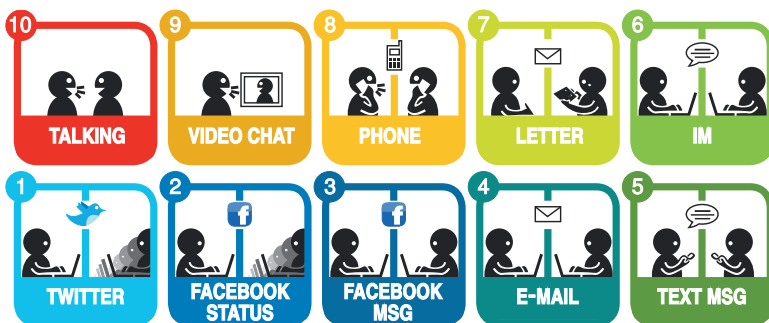
b. Match two halves of the sentences, using **which** or **who**.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. The World Wide Web was invented in 1991 by Tim Berners-Lee.</li> <li>2. The radio was invented by Guglielmo Marconi and Alexander Popov.</li> <li>3. The idea of the telephone came to Antonio Meucci and Alexander G. Bell.</li> <li>4. Ericsson Company created the cellular telephone.</li> <li>5. Vladimir Zvorykin patented a colour television system.</li> </ol> | <ol style="list-style-type: none"> <li>a) They had been working independently.</li> <li>b) They were from Italy and the USA.</li> <li>c) It is called the mobile phone in the UK.</li> <li>d) He was from Russia but was living in the USA at that time.</li> <li>e) He had been working on his own.</li> </ol> |
|---|---|

3. a. Look at the pictures showing how people communicate nowadays. Tell your partner how you communicate with...

- relatives;
- friends;
- teachers.

### 10 levels of intimacy in today's communication



b. Read the Internet article on communication. Choose the best title for it.

1. Means of communication. 2. Improving life? 3. New technological devices.

A. *When we think about modern means of communication, we cannot understand how people who lived some fifty years ago were able to keep in touch.* Nowadays, with a mouse in one hand and a mobile phone in the other one, we cannot imagine human contacts without modern **technology** devices.

How do people **communicate** today?

Thanks to the new technologies people are communicating more than ever before. Modern means of communication have made the distance between people unimportant.

Unlike 20 years ago, we usually call someone, not visit. This traditional way of keeping in touch has suffered a lot as people choose quicker and easier phone calls. Mobile phones are **portable** and let us contact with others wherever they and we are. Furthermore, mobile phones offer the possibility of texting. Text messaging is the most convenient and the cheapest form of communication when we need to pass a quick note containing only a few words.

E-mails have **replaced** letters and postcards almost completely.

B. *People prefer E-mails, which are quicker to write and send, and more sure to get to the addressee.*

Business people do not need to travel to **remote** places to communicate with partners.

C. *Zoom, Google Meet, Webex, and other software products are widely used for video conferencing, which makes it easier to connect for businesses.*

D. *To keep in touch with our families and friends that live abroad, we use video chats, chat-rooms and instant messaging.* Thanks to them, we can talk with our relatives for free and without time limits.

E. *All in all, it is mostly the Internet and mobile phones that we use to communicate.* Have they really improved communication?



c. Which of the ways of communication in the pictures on page 103 does the article tell us about?

4. a. Match the words in bold from the article and their definitions.



- a) far away in distance, not close;
- b) have taken the place of something;
- c) light and small enough to be easily carried or moved;

- d) the practical use of scientific discoveries;  
e) to exchange information or conversation with other people, using words, signs, etc.

**b.**   Read the sentences in italics in the article. Answer the questions on page 8 in Grammar reference. Read the rules on attributive (relative) clauses to check yourselves.

**5.**   Moving activity “Reciting the limerick.”

**6.** Work with your partner. Use the article to answer the questions below.

1. Do people communicate more or less now than they used to? 2. How do people communicate today? 3. What means of communication are most frequently used? 4. What ways of communication have modern technologies replaced? 5. What are the advantages of the modern means of communication?

**7. a.** Work in a small group. Answer the underlined question in the article. Share your opinions on the problem.

**b.**  Write your answer to the underlined question.

## LESSON 4. Mass media vs teenagers – friends or foes?

<b>Communicative area</b>	discussing advantages and disadvantages, reasoning
<b>Active vocabulary</b>	addiction, to affect, aggression-promoting, a contradiction, immature, quality, a remote, a source, successful, violence, within reasonable limits

**1. a.** Explain the joke: **Thanks to my remote I can travel to the world's remote corners.**

b. Do you have a TV in your home? How often do you watch it? What programmes do you watch?

c. What do you think the title of the lesson means?

2. a. Read the introduction to the magazine article about the role of TV. Do you agree with the opinion of the author? In pairs, answer the question at the end of the paragraph.

Television is one of the greatest inventions of all times. There's probably no such person on Earth (except native tribes somewhere in Africa or Australia) that doesn't know what television is. *Wherever you go in the world, every family has at least one TV set and almost everybody watches it regularly.* That's quite an achievement for an invention that first appeared less than one century ago. So, what made it so popular, and why is television discussed and argued about today?

b.   Listen to a TV news presenter talking about the advantages of television. Note down all the advantages he mentions.

c. Read about the disadvantages of television. Make notes.

*The importance of television is unquestionable today, because television may affect people's minds in different ways.* It all depends on what kind of information is shown to them. *Despite the fact that television has brought many positive changes into our life, made it easier, more comfortable, more interesting and entertaining, there are some disadvantages that we have to realise.*



Unfortunately, television is getting more and more dangerous. We can see a huge amount of action and horror films, we can watch documentaries about killers, maniacs, gangsters and so on. The worst thing is that **violence** on TV is being absorbed by children's **immature** minds and is then transformed into their behaviour.

Very little has been done by TV producers to improve the process of education of young people. On the contrary, the commercial basis of all TV has led to the production of low-

quality and **aggression-promoting** TV programmes. Sometimes such programmes even instruct young people (not directly, but rather indirectly) how to do illegal things, steal, injure or even kill people.

Watching TV is not always good, everybody knows that. Watching TV non-stop is really bad. Everything should be done **within reasonable limits**.

There have been cases of television **addiction**, especially among teenagers, whose personalities are being formed largely by the TV images they see. *If parents don't keep an eye on their children and let them sit in front of the TV the whole day long, they can be sure there will be something wrong with their kids.* Kids watch cartoons, movies, music videos that are works of fiction, but they just can't tell the fact from the fiction. And they believe the fiction. And this belief can lead to terrible disasters. We've all heard about them. Children see **contradiction** between the real world and the world of TV. *The world of TV in their opinion is the right and logical way of things, so children sometimes start fighting with the real world.* Some take a gun and kill all the classmates, others simply kill themselves. The weakest ones just lose their minds. It's a sad situation developing, and we must do as much as we can to change the way things are.

**d. Compare your notes with your partner's. What are the main advantages and disadvantages of television?**

**3. a. Read the extracts from the listening and reading. Why does the author use the underlined phrases?**

1. ... how things are working, how buildings are made and what not.
2. ... we can watch documentaries about killers, maniacs, gangsters and so on.
3. ... are well known all around the world for their **quality** documentaries about history, science, culture, nature etc.

**b. Read the sentences from the listening. Look through the text in ex. 2c. Guess the meaning of the words in bold.**

1. Having information today means being **successful**.
2. TV should be an efficient and reliable **source** of information for them.



3. *Discovery Channel* and *National Geographic* are well known all around the world for their **quality** documentaries about history, science, culture and nature.

c.   **Moving activity “Definitions.”**

d. **Complete the questions about the television and the Internet with the correct forms of the words from ex. 3a.**

1. Does having information help people to be s...? 2. Is the Internet a reliable s... of information? 3. Have you got an Internet-a... or do you use it w...? 4. Do you think there is too much v... on the Internet and on television? 5. Do you think most of the TV channels offer high-q... or low-q... programmes? 6. Can you name any TV programmes or Internet articles / videos that have a... you deeply? 7. Have you seen any TV programmes or films or Internet videos that are a...? 8. Are the Internet and television dangerous for i... people? 9. Do you think there is a c... between what children see on TV and on the Internet and the real world?

e. **Work in pairs. Ask and answer the questions in ex. 3b. Use the underlined phrases where necessary.**

4. a.  **Write a paragraph about the Internet. Use ex. 2–4 for help.**

### **Help box**

Although television was invented less than a hundred years ago, ... What makes television so popular is ... When people watch television, they ... If viewers want to learn something new, they ... These are the advantages of television. One of the disadvantages of this means of communication and entertainment is that ... Many people think that children and teenagers ... TV is becoming more dangerous for young people because ... Children who watch TV ... The situation must be changed.

b.  **Write a similar paragraph about the Internet.**

## LESSON 5. Are you addicted to the Internet?

<b>Communicative area</b>	giving information and advice
<b>Active vocabulary</b>	an addict, addicted, a gadget
<b>Grammar</b>	complex sentences with different types of subordinate clauses

### 1. a. Read the old joke below. Do the arguments still hold?

#### The top 5 reasons why the television is better than the World Wide Web

5. It doesn't take 5 minutes to build the picture when you change the TV channels.

4. The family never argues over which Website to visit this evening.

3. A remote control has fewer buttons than a keyboard.

2. The news programme never slows down when a lot of people tune in.

1. You can't surf the Web from a couch with a fizzy drink in one hand and a packet of crisps in the other.

### b. What do you spend more time on: watching TV or surfing the Net? Do you know someone who is addicted to the Internet?

an addict – addicted – an addiction



**2. a. Work in pairs – Student A and Student B – to know if you are an Internet addict. Do your part of the quiz. Make note of the answers you have chosen.**

### **Student A's questions**

1. What do you think are good names for children?  
a) Scott and Jenny; b) Bill Gates IV; c) Meta and Dotcom.
2. What's a telephone?  
a) A thing with a round dial you use to talk to others;  
b) A telecommunications **gadget** (device);  
c) Something you plug into a modem.
3. Which punctuation is most correct?  
a) I had a wonderful day!  
b) I had a **\*\*wonderful\*\*** day!!!  
c) I had a wonderful day 😊
4. You wake up at 4:00 a.m. and decide to:  
a) Visit the bathroom;  
b) Check the fridge;  
c) Check your phone.
5. What are RAM and ROM?  
a) A male sheep and a city in Italy;  
b) Big stars of the WWF;  
c) I need more of the former (RAM) and should upgrade the latter (ROM).
6. To avoid a virus you should:  
a) Stay away from people who sneeze and cough;  
b) Never read e-mail titled *Good times*;  
c) Use virus scanning software.

### **Student B's questions**

7. When you want to buy something hard-to-find you...  
a) Ask friends where to get it;  
b) Check out the *AliExpress*;  
c) Go to eBay!

8. When you don't understand how to use a new gadget you...
- Ask the shop-assistant;
  - Call the manufacturer's toll-free number;
  - Visit the manufacturer's Website and look for the FAQ (frequently asked questions).
9. When you're interested in someone you say...
- Tell me more about yourself;
  - What's your star sign?
  - What's your profile?
10. When you want to research something you...
- Open up your encyclopaedia;
  - Put Encarta Encyclopaedia in your CD-ROM drive;
  - Go to *google.com*.
11. When you write a letter, you...
- Put pencil to paper;
  - Open a web-browser;
  - Ask: What's a letter? Is it like an e-mail?
12. You correct errors using...
- An eraser;
  - White-out;
  - Backspace or delete.

**b. Student A: Ask your partner questions 1–6. Write down your partner's score. Student B: Ask your partner questions 7–12. Make note of the answers your partner have chosen.**


**c. Use the comments below to score yourself. Are you an Internet addict?**

### Scoring

Give yourself 0 points for each "a" response, 5 for each "b" and 10 for each "c".

- If you scored 100 or higher, unplug your computer and get more hours in real life.
- If you scored between 31 and 99, you're living a good mix of Net and reality.
- If you scored under 30, you probably didn't read this far.



**3.**   **Moving activity “Finding Internet addicts.”**

**4. a.**  **Read the sentences below. Are they simple or complex sentences?**

1. When I don't understand how to use a new gadget, I visit the manufacturer's website to look for the FAQ.

2. If your score is 100 or higher, you are addicted to the Internet.

**b. What number of clauses do they consist of? Which of the sentences above contains an adverbial clause of time and which – an adverbial clause of condition?**

**c.**   **Study the rules on complex sentences with subordinate clauses. Work in pairs. Read the sentences below and the sentences in italics in ex. 2c of Lesson 4. What type of subordinate clauses do they have? What words are used to link the clauses?**

1. It tells you how the nature is functioning, how the world was created, how things are working, how buildings are made and what not.

2. What people had to do to learn things was to read books.

3. All the possibilities that we've got with television are amazing. When we want to know what's happening in the world, we just press the button on the remote to turn on the TV and watch some news channel.

**5. a. Read the advice to Internet addicts. Which is the best piece of advice?**

If you are addicted to the Internet...

- you should consult a doctor and have talk therapy;
- you will have to take some special medicine, which is used to stop kleptomania or gambling addiction;
- you can take up some hobby such as cycling or reading;
- talk to your parents;
- ask a friend or a family member to put on parental controls on your computer – it will block the websites you spend most time on, or you will be unable to use your computer during certain hours of the day.

**b.**  **Write your advice to a TV addict.**

## LESSON 6. Mobile phones – wolves in sheep's clothing?

<b>Communicative area</b>	retelling, listening, making a survey
<b>Active vocabulary</b>	to drift apart, to drop out, a fad, a right
<b>Active grammar</b>	complex sentences with different types of subordinate clauses

**1. a. Work in three groups: A – parents, B – teenagers, C – scientists. Prepare to speak about your attitude to mobile phones.**

**b. Work in the same groups. Read your article, discuss the meaning of the words in bold. Prepare to retell the article to your classmates. What does your article tell you about: the advantages of the mobile phone or its disadvantages?**

### Text A

My teenage daughter got a new mobile and I'm totally confused. Emily's new phone plays music and videos. It has games and a navigation system. It connects to the Internet. I cry out for olden times, when a phone to a teenager meant having his / her own extension in the bedroom. Now things are much more complex, and a parent can't even eavesdrop.

When mobile phones appeared, we thought they were just a passing **fad**. However, they have become more important to young people than schoolwork, following dress codes, and writing thank-you notes, all put together.

I was out-of-my-element as we entered the busy phone store. We approached the counter, and a shop-assistant interrupted her conversation on (what else?) a mobile.

"We just want a simple phone," I stated.

The woman asked, "What do you mean?"

Emily elbowed me. "What she means is we want a new iPhone."

"We simply want a basic phone with no bells and whistles, no downloads, no uploads, no extra minutes, no ringtones, no dial tones, no Sudoku, no nothing. Just simple. And cheap."

My voice had got loud, and I found myself growing warm as people turned to look at me. Emily covered her face with her hands.

“I’m sorry,” I said, recovering myself. “Go ahead and give her the iPhone, and throw in a hamburger, please.”

I left the store nostalgic for the time when you could pick up a black receiver and an operator said, “Number please.” Then you recited three numbers and a letter, and the call went through. And if you had a party line, you could listen to other parties talk.

Why on earth must we improve on what is already perfect?

*By Karen Williams*

## Text B

Hold on while I just download some games for my mobile phone!

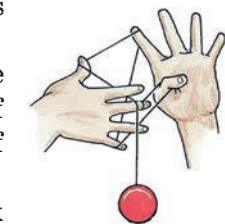
Na, seriously, I am a teenager and we have a **right** to mobile phones. We are the future of this world and mobile phones are the future of technology.

All the old people reading this, just think back to when you were in high school. I’m sure you had some trendy thing that older people disagreed with. Maybe it was a yo-yo or some weird thing you old people play with. Did you want to keep it or throw it away?

They are useful in more ways than you could even dream of, a lot more useful than your favourite Yo-Yo. Primarily they connect us to our friends that we can’t always talk to. Secondly they have games – ENTERTAINMENT! It could just be better than your old Yo-Yo! They also play music. Amazing, isn’t it!

That is the same with mobile phones: we love them even if older people disagree. Power to the future!

P.S. The new iPhone is a great phone!



*By Vincent Moore*

## Text C

The mobile phone has become the most important way of communication for teens and they often avoid contact with peers that don’t have mobile phones. “Next time a teenager says, ‘Mom, Dad, if I don’t have a phone, I’m going to be a nobody,’ they are being serious,” said Robbie Blinkoff.

Blinkoff and his colleagues studied the behaviour of 144 mobile phone users between the ages of 16 and 40 from several countries and found that teenagers often saw little difference between meeting face to face and talking on the phone. They often saw groups of teenagers sitting together, talking with faraway friends on their mobiles rather than to each other.



I'm going to Grandma's house to show her how to check her e-mail for the ten millionth time. If you don't bite her, I will!

Can we say that mobile phones are wolves in sheep's clothing?

40% of young adults use their mobile phones during more than four hours a day to talk or send text messages. If they miss a call or a message, it makes them feel "deeply upset and sad".

The main difference between this kind of addiction and alcoholism or drug-addiction is that mobile-addicts can be seriously affected psychologically but, as they don't show any physical symptoms, others don't see their problem. In fact, addiction to mobile phones is a part of a greater group – that of addiction to new technologies.

Mobile-addicts forget about important activities (studies), **drift apart** from friends and close family, and think about the mobile phone constantly when they do not have it with them. There was once a teenager who had 14 mobile phones. She spent sleepless nights in the company of phantom chat partners and finally **dropped out** of school.

A huge number of teens use their mobile phones during school. The survey also revealed that on average, teens spend almost as much time on their mobile phones as they spend doing physical activity.

One half of those surveyed said they would rather have their TV privileges cut down than their mobile phone use, while more than a quarter (27%) indicated they would prefer to have Web access limited rather than have their mobile phones taken away.

c.   Moving activity "Meeting in the street."



**2. a. Choose the correct definition for each word in bold in the articles:**



**a fad** – 1. to gradually disappear; to lose colour or brightness, to make something do this; 2. something that someone likes / does for a short time, or that is fashionable for a short time

**drift apart** – 1. become less friendly; 2. to become a part of something or someone

**a right** – 1. the side of your body that has the hand that most people write with; opposite to left; 2. something that you are allowed to do or have

**drop out** – 1. to fall suddenly; 2. leave school or university before the course is finished

2) the freedom and the advantages that everyone should be allowed to have

**b. Complete the questions with the new words.**

1. Do you think the mobile phone is just a ... ? When do you think Yo-Yo was a fad?

2. Do you know anyone who has ... from their friends and family because of an addiction to some gadget?

3. Do you know anyone who has ... of school or university?

4. Do you think teenagers have a ... to use any means of communication they like and as much as they like?

**c. Ask and answer the questions above.**

**d.**  **Look through the articles. Find examples of complex sentences. Define their types.**

**3. a. Make a survey on mobile phones. Take one question each and ask all your classmates. Make notes of their answers. Report the results of the survey to the class.**

1. Do you have a mobile phone? What can your mobile do?

2. Do you prefer meeting people or talking to them on the phone?

3. How much time a day do you use your mobile phone?

4. What do you mostly use your mobile for: talking, texting, playing video games, other things?
5. Do you use your mobile during school?
6. Do you think you have an addiction to mobile phones?
7. Do you use your mobile at night?
8. How much time do you spend a day doing physical activity?
9. If you had to choose between the mobile phone and the TV, what would you choose?
10. If you had to choose between the mobile phone and the Internet, what would you choose?

**b. Are any of the results surprising?**

## LESSON 7. Future of communications

<b>Communicative area</b>	expressing complex ideas
<b>Active grammar</b>	complex sentences with various subordinate clauses

**1. Read the predictions below and decide which of them was the most stupid.**

There is no reason anyone would want a computer in their home.

*Ken Olson, president of Digital Equipment Corp., 1977*

The phone has too many shortcomings to be seriously considered as a means of communication.

*Western Union Statement in 1876*






Television won't last because people will soon get tired of it.

*Lee deForest, American radio pioneer and inventor, 1957*

**2. a. Match the beginnings and endings of the sentences taken from an article about the future of communications.**

1. What we need to know is...
  2. If we don't do anything about aggression-promoting TV programmes, Internet and mobile phone addictions today, ...
  3. It is always possible ...
  4. Sometimes we take it for granted ...
  5. Though it seems ...
  6. When we think about the future,
  7. We don't know ...
  8. But the thing that worries many of us most is ...
  9. It appears ...
  10. The question is whether new technologies will be just fads...
- 

- a) ... it might be too late tomorrow.
- b) ... what we are going to do about the changes that all these new inventions bring along and how they will affect our lives.
- c) ... whether new means of communication will be available in the future and whether they will change the quality of our life.
- d) ... we imagine something really revolutionary like time travel or telepathy.
- e) ... that our life is becoming more and more comfortable and successful with all the new means of communication and new devices – plasma TVs, portable computers, wireless Internet and smartphones.
- f) ... that there is a contradiction between the advantages of new technologies and the disadvantages we can't help noticing.
- g) ... that new ways of keeping in touch will appear and replace the old ones.
- h) ... or whether they will improve our communication seriously.
- i) ... as if everything has already been created, inventors surprise us with new gadgets every year.
- j) ... what can be invented in 10, 20 or 50 years from now.

- b.  Define the types of the subordinate clauses in the sentences above.
- c.   Moving activity “Line up!”
- d.   Listen and check yourselves.

**3. a.** A website asked their teenage readers to answer the question: **What predictions can you make about how we will communicate globally in the future?** Read the predictions. Which of them do you agree with most?

1. ... no telephones, parents will have mobile phones and kids will have watches that they can talk to friends on

2. ... just about no such thing as a piece of paper, because things will be done by using I.C.T. (Information and communication technologies)

3. ... teleporters! Also, I think we will have time machines! I'm looking forward to getting all this GREAT / AWESOME stuff!

4. ... wearable technology, including augmented reality lenses

5. ...an electronic high technology microchip inserted in a person's head that will read the minds of other people

6. ... one book and you can talk and do all your subjects all in one book

7. ... books that talk to you so you don't have to read them, everyone will have electric wheelchairs and those cool scooters!

8. ... no need to plug anything into walls because someone will have come up with something else to power up things

9. ... mini ear phones that you can just push a button and it will call anyone you want. Also, I think that we will live in gold houses. COOL!

10. ... a small webcam thingy in schools that connects every class together, and you'll be able to get holographic images through it

11. ... no teachers, just robots, who will never get mad at you for not doing your homework

12. ... no need to learn many foreign languages, because English will be the lingua franca in the whole world



13. people will be spending too much time online and too little time on face-to-face communication.

b.  Write your predictions about the future of global communication.

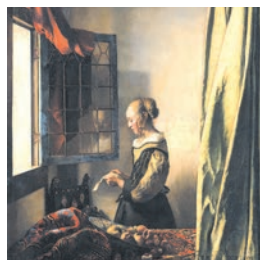
## LESSON 8. A message through time

Communicative area

writing a personal letter

1. Look at the painting by Johannes Vermeer. Guess what the title of the painting is. Do you know what century the picture was painted in?

2. a. Read the letter of a 16-year-old girl from the 19<sup>th</sup> century. What is the biggest difference between her and you? What are the means of communication she uses?



25 May 1844

Dear Mother,

I take a pen in my hand to write to you of my new life in Lowell, Massachusetts. I meant to write sooner, but most evenings I'm so tired.

Monday through Friday, I start work at five o'clock in the morning and finish at six or seven o'clock at night. On Saturday, we work eight hours more. Even on dark winter nights we will work, for the rooms are lighted by oil lamps. Our lives are ruled by the clang of the bell – it rings us in and out of the mill<sup>1</sup>. When we leave the mill at night, the sound of the machinery still rings in my ears.

How odd everything seemed to me in the beginning! When I first arrived, they set me do to very simple things. I have improved enough so that I can take care of one loom<sup>2</sup> now. My feet ache from standing so much, but I suppose I shall get accustomed<sup>3</sup> to that too. I expect to be paid two dollars each week for all my hard

<sup>1</sup> mill – factory

<sup>2</sup> loom – a piece of equipment at a factory (*ткацкий станок / ткацкі станок*);

<sup>3</sup> get accustomed – get used

labour; I hope soon to have more, so I will be able to send some to you.

We work hard, but Lowell's founders have created a pleasant city with beautiful bushes and flower gardens lining the mill buildings and canals – we are not so far from nature here as you might suppose.

Within a short walk from the mill is Merrimack Street, which is wide enough for four horse-drawn carriages<sup>1</sup>. Here in Lowell, there are seven churches, a city hall, a high school, several banks, and shops that sell everything you can imagine. I can buy medicines for a cold, purchase bread from the baker or meat from the butcher, have a dress made or repaired by the tailor, or obtain gloves, cloth, hats, combs, and dancing shoes from any of several merchants<sup>2</sup>. And, lots of the girls attend concerts and lectures, subscribe to newspapers, or borrow books from the library.

Still, I hope one day to return to our quiet New Hampshire farming town and to live a more peaceful life on a farm of my own.

Give my greetings to all who know me.

Affectionately,

Eliza

**b. Mark the statements below true, false or no information available.**

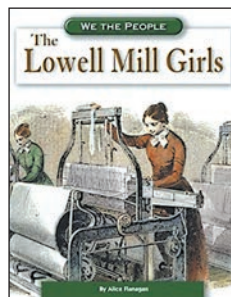
1. Eliza doesn't apologise for not writing sooner.

2. Eliza is ready to put up with hard work on condition that she will be sending money to her family.

3. She wants to get a larger amount of money.

4. Eliza is used to working from morning till night.

5. She is thankful to the founders of the city for the job they have done.



<sup>1</sup> carriage – a vehicle drawn by horses, used in the past (экипаж / экипаж)

<sup>2</sup> merchant – a person whose job it is to buy and sell products in large amounts, storekeeper (лавочник / крамнік)

6. In contrast to her home town, she lives far from nature in Lowell.

7. She doesn't approve of the city she lives in.
8. She appreciates the little comforts she has in Lowell.
9. She keeps going to concerts and lectures.
10. She reads books and newspapers.
11. She isn't looking forward to coming back home.

**c. What does this letter tell you about the life in industrial America in the 19<sup>th</sup> century?**

**3. a. Find the following in the letter.**

1. greeting / salutation; 2. closing/ signing-off note; 3. body; 4. signature; 5. date; 6. concluding paragraph (summary and call for action); 7. introductory paragraph.

**b.**   **Moving activity "A letter."**


**c. Look through the bank of the informal letter lines below. Which parts of the letter do they relate to?**

1. Best wishes,
2. Your friend,
3. Greetings from York.
4. Let me know as soon as possible if you can come.
5. Write soon and let me know all the news.
6. Lots of love,
7. Write soon and tell us all about London.
8. Yours truly,
9. Love,
10. Kind regards,
11. It's been a while since I've heard from you.
12. Kindly,
13. Looking forward to meeting you.
14. Yours lovingly,
15. Give my regards to Granny,
16. I hope this letter finds you in the best of your health.
17. Yours sincerely,
18. Hope to see you soon.
19. Take care,

#### 4. a. Work in a small group. Discuss the following questions.

1. Can we consider art to be a form of communication?
2. How did people use to communicate in the past?
3. How does a letter show your care and attention?
4. Is writing letters the cheapest way of communication now?
5. Does letter writing have any advantages over other ways of keeping in touch?
6. Letter writing is not as popular now as it used to be. What are the reasons?

#### b. Report the results to the class.

5.  Imagine that letters can be sent to the past. Write a letter to Eliza from Massachusetts. Inform her about the way you communicate with friends and relatives. Tell her about your experiences and thoughts, feelings on this subject.

## LESSON 9. A letter to a pen-friend **Project** ▶

Communicative area

writing a personal letter

1. Study the things you need and the steps you need to take to write a letter. Which of them would be difficult for you to do?

You will need: an envelope, a postage stamp, a pen, special letter paper.



1. Take some paper and write a list of things you want to tell your friend about.
2. On another sheet, try writing the draft of the letter. Read and edit it: change the things you don't like and correct the errors.
3. Take the real letter paper and copy from the draft.
4. Put the letter in the envelope. Enclose some photos and pictures you want to send.
5. On the envelope, write your address in the top left corner and the address of your friend in the centre of the envelope.
6. Stick the stamps – your letter is ready to be sent.



## 2. Read the tips for writing a letter. Are there any tips that you think aren't useful?

1. Be friendly and polite. Begin with a pleasant greeting. However, understand that snail mail letters are usually a bit more formal than e-mails.

2. Tell your new pen pal who you are: your first name and nickname. Include information about your age, gender, occupation, and the country you live in.

3. Write about your family, school, daily activities, travel experiences, animals, and birds in your region; mention your favourite hobbies, holidays, pets, friends, collections, books and, movies you like. Add information about what your country is famous for – local foods? An annual festival? A celebrity citizen? A fine old building? Let your personality show in the choice of words and the descriptions you choose.

4. Share the information about the things that are going on in your life at the moment.

5. Avoid talking about controversial topics – at least at the beginning of your relationship.

6. Take care not to offer too much information as it might scare off your new pen pal. Try to keep the letter short enough to be read in one go.

7. Try not to lie. If you lie and get caught, you can kiss your new friend goodbye.

8. Ask questions of the new friend.

9. End each letter with a note of encouragement for your pen pal to reply. (I look forward to hearing from you soon.)

10. Sign up with something friendly like “Your new friend” or “Yours”. Don't sign up with “Love”. Remember, it's only your first letter.

11. Do you know who you are writing to? If you don't, make sure not to give out any very personal information; it could be a bad person. For safety, you might want to rent a PO box to exchange letters.



## 3. Moving activity “Running dictation.”

4.  Look through the sites and choose one or two that you would like to use. There are the sites to use if you want to find a penpal.

Interpals; Global Penfriends; PenpalsNow; PenPal Party; Language Exchange Community; Polyglot Club; Worldwide Snail Mail Pen Pals; Postcrossing; Geek Girl Pen Pals; PenPal World; Compatipal.

5.  Write your letter.

## LESSON 10. Culture corner.

### Animal communication

#### Communicative area

talking about animal communication ways

1. a. What does **cock a doodle doo** mean? Do you know the English words for the noises animals make?
- b. Match the animals on the farm with the sounds they make.

**Animals:** cow; pig; turkey; duck; horse; lamb; chicken; dog; mouse; bee; donkey; cat.

**Sounds:** cluck; quack; moo; oink; baa; neigh; gobble; meow; hee-haw; woof; squeak; buzz.

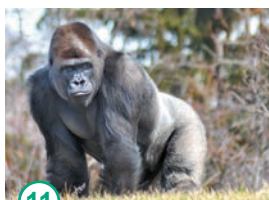
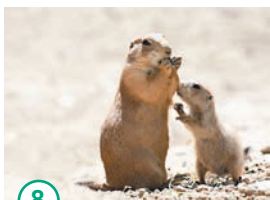
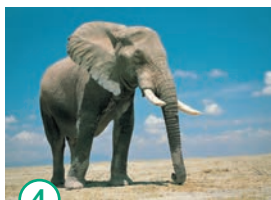
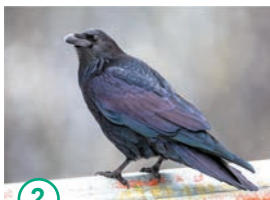
2. a. Read the lyrics of the famous children's song. Add your verses with the names and sounds of other animals from ex. 1b.

- b.   Listen to the song. Join in. Have fun!

#### Old MacDonald had a farm

Old MacDonald had a farm, E-I-E-I-O  
 And on his farm he had a cow, E-I-E-I-O  
 With a moo moo here and a moo moo there,  
 Here a moo, there a moo, everywhere a moo moo  
 Old MacDonald had a farm, E-I-E-I-O

3. a.   Listen and follow in the text about the ways animals communicate. Match the animals with the photos.



### Animals also communicate

We all know that cats meow, dogs bark, and cows moo. However, we don't need Old MacDonald to tell us that animal communication is much more complex than that.

White rhinos use dung heaps as some 'bulletin board' to leave messages – to inform the rest of the herd that one rhino is sick and another is friendly.

Sperm whales use clicking sounds to convey messages to one another. These sounds vary from one area of the ocean to

another, just like regional dialects. There exist variations of the clicks between different clans or individual whales, too.

There is a particular species of electric fish that is able to use its voltage as a means of communicating. Known as “weakly electric fish,” these creatures **produce a mild electric discharge**. When a male and a female fish meet, their levels of voltage become the same.

African elephants **make very low sounds to one another**. They are so low that humans do not hear them as sounds, but as a rumbling vibration. Known as “infrasound”, this way of communicating may seem quiet to humans, but one African elephant can hear another elephant making an infrasound more than 175 miles (=282 km) away!

Ravens have sign language. They demonstrate or give each other little things such as a piece of moss, a stone, or a twig, and they usually do it to impress the opposite sex. They also **interact** by moving something together, as a show of potential relationship.

Bats are known to use high-pitched squeals **to connect and communicate with each other**. Researchers now can recognise bats’ intonations and the messages they are trying to convey. Scientists have managed to translate” 15,000 calls into several specific messages. Egyptian bats, for example, argue, and more than 60 percent of their arguments are about very specific things: food, sleep positions or invasion of personal space.

Silverback gorillas hum or sing while feeding on their favourite vegetation. It’s not just a way to indicate that they are enjoying their meal, but a way to convey that they would prefer not to be bothered. When these apes go quiet, that’s a sign they want **to chat**.

Prairie dogs are famous for their complex underground tunnel systems, but they also have complex ways of **calling to one another**, using different intonations (a “chee”-like sound) depending on the type of predator-coyote, hawk, human-nearby. They were found to identify the difference between a person wearing a blue shirt from one in a yellow shirt!

European bison are large creatures, but they speak softly, letting their feet **do the talking**. They decide which way to go not through the guidance of a single leader, but through a

complex process in which one of the members of the herd – male or female, young or old – would walk 20 or more steps in a particular direction without stopping to graze. If the others trust the decision, they follow along – and that leading animal becomes the herd’s de facto leader. At least, for some time.

The Caribbean reef squid can change the colour of their skin to convey a variety of messages: to court a female or to warn others of a predator – even conveying one message to a squid on their left side and a different one to a squid on their right!

Chimps love to groom and to be groomed. Chimps like a backrub and they can show where they want to get scratched, using gestures. There are so many **gestures** chimps **make** that you can make up an entire Great Ape Dictionary. Chimps have amazing similarities with humans. For example, they **signal to each other** through extending their feet that they want to invite another (usually young) chimp to climb on them to travel.

**b. Put the animal communication ways from the article into the following groups:**

**A. Auditory**

**B. By touch**

**C. Chemical**

**D. Visual**

**E. Electrocommunication**

**4.**   **Moving activity “Animal sounds.”**

**5. a. Answer the questions.**

1. What word is used in the article for a group of bison or rhinos? Find out the words for groups of different animals in English.

2. Are chimpanzees monkeys or apes? What about silverback gorillas?

3. Which way of communication seems to be very romantic?

4. What is described as ‘complex’ in the article? Which way of animal communication do you find the most complex?

**b. Complete the questions with the words and phrases in bold.**

1. Do you prefer to talk to people in person or ... ? 2. Do you ... well with your classmates? 3. How often do you ... with your friends? 4. When you have a chat with your best friend, who

... most of ... ? 5. When you're in class, do you use any cryptic gestures ... something ... ? 6. What is the best way ... a waiter in a restaurant: "Hey, you!", "Waiter!" or "Oi!"? 7. In your opinion, what is the most popular way of ... these days? 8. What ... and ... do people ... ? What ... do these sounds and gestures ... ?

**c.** In pairs, ask and answer the questions above. Report the most interesting findings to the class.

**6.** Work in small groups. Make sure there is a pet owner in each group who will tell the group how their pet communicates with them. Ask questions for more information. Use the ideas and vocabulary from the lesson.

## LESSON 11. Board game on communication

**Communicative area**

revising the material of the unit

**1.**  Play the game.



You need: a coin and counters

Rules: Answer the questions. The free question and your question to your classmates should be connected with means of communication. You **MUST** speak for a minute. Good luck!

# 9 UNIT

## SCHOOL MATTERS

### LESSON 1. Love what you do

#### Communicative area

expressing opinions about studies, asking and answering questions

#### Active vocabulary

to affect, anxious, to appreciate, to cope (with), to enable, to facilitate, to improve, to loathe, mature, to overcome, to treat, unbearable

#### 1. a. Which of the words are connected with studies?

Leisure; knowledge; know; student; party; mind; lecture; pleasure; lazy; concentration; challenge; work; adventure; practice; study; experience; hobby; travel; learn; disaster; university; fun.

**b. Compare your ideas with your partner's. Explain your choice of words. How much do you have in common? What associations with **studies** do you have? Is it a bright image?**

**c.**  Together write a definition for the word **studies**. Share with the class.

**2.**   Moving activity “Wise people say...”

**3. a. Read the statements and match the words in bold with their definitions. Decide if the statements are true or false.**



- a) to deal successfully with something difficult;
- b) to succeed in dealing with or controlling a problem that has been preventing you from achieving smth;
- c) to behave towards someone or something in a particular way;
- d) to make it possible for somebody to do something;
- e) worried about something;
- f) to influence;
- g) to make an action or a process possible or easier;
- h) seeing the good side of something, welcoming it;
- i) grown up, sensible;
- j) too unpleasant, painful, or annoying to deal with;
- k) to hate, to detest;
- l) to make or to become better.

1. People learn more facts at university than during the first five years of their lives.
2. You learn slower if you are having fun.
3. When you think about one thing at a time, you remember this faster.
4. The “logical” part of the brain learns as fast as the “creative” one.
5. Stress **affects** different people in the same way – they become **anxious**.
6. It is easy to **cope with** stress.
7. We can learn skills that **enable** us to use both sides of the brain.
8. People can easily get bored or distracted when they are studying.
9. We can **improve** our results if we **appreciate** what we learn.
10. It doesn't help if we **treat** our studies as something **unbearable**.



11. Many people **loathe** their studies.
12. When we get **mature**, we often regret not having enjoyed our studies.
13. The fun you have **facilitates** success of your studies and helps to **overcome** stress.

**b.**   Listen to the introduction to the book *Students' steps to success*. Check your guesses.

**c.**   Listen to the recording again and decide on the best summary for it. Do you agree with the idea expressed there?

- a) Live and learn.
- b) If you can't change something, change your attitude to it.
- c) It's never too late to learn.
- d) Love what you do, and you will do it better.
- e) Learning changes your mind.
- g) A little learning is a dangerous thing.

**4. a.** Complete the questions below with the words from ex. 3a. Be careful with the grammar form you use. In pairs, ask and answer the questions.


1. What is your attitude to studies? Do you enjoy or ... them?
2. Can you call yourself a ... student / pupil? Why?
3. What ... your studies?
4. What activities ... both parts of your brain to work?
5. Do you have any methods to ... fear and relax before tests?
6. What can the school do to ... the talents of all the pupils?
7. If you have a very difficult task to perform, do you try to ... with it yourself or you turn to others to help you?
8. How do you ... such an emotion as anxiety? Do you try to get rid of it or to ignore it?
9. Which of the following things ... your progress at school: your attitude to studies, your hard work, your mood, your talent, your teachers? Explain how.

**b.** In pairs, ask and answer the questions.

## LESSON 2. Finding your way with studies

<b>Communicative area</b>	discussing the benefits of studying; writing a paragraph
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<b>Active vocabulary</b>	to acquire, to accomplish, anxiety, to build up, career path, obstacle
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**1. a.**  Discuss with a partner: Why studying is important? What benefits may it bring? Write down your reasons. Compare with others. Which reasons are mentioned by all your groupmates?

**b.** Match the words from the two lists to make a phrase. Some verbs can combine with more than one noun from the second list. Think of the way to explain the meaning of these phrases.

- |                      |                  |
|----------------------|------------------|
| 1. to acquire;       | a) obstacles;    |
| 2. to overcome;      | b) with friends; |
| 3. to focus;         | c) time;         |
| 4. to accomplish;    | d) a goal;       |
| 5. to socialise;     | e) to a snack;   |
| 6. to build up;      | f) on studies;   |
| 7. to treat oneself; | g) knowledge;    |
| 8. to cope with;     | h) anxiety;      |
| 9. to dedicate.      | i) skills.       |

**c.**   Moving activity “Find the right definition.”

**2. a.** Read the text and complete it with the given subtitles. One subtitle is an extra one. What title to the text would you suggest?

- Studying always rewards
- Studying develops your character
- Studying gives you energy
- Studying broadens your horizons
- Studying gives you options
- Studying gives you purpose

Life is one continuous lesson! You will always be acquiring knowledge – whether it’s in the classroom, in the sports arena or in a social environment. As humans, we are perpetual students, constantly learning. Stress, boring subjects, or teachers are all

part of the journey. Learning to love studying will help you overcome these obstacles and stay focused on the studies. There are some reasons why it is important to study.

1. ... Find your WHY (am I doing this?). Go on a journey of discovery – look at what subjects, hobbies or interests you love the most and find out what career paths you can take – use Google to help you. It will give you hope and the motivation to cope with the anxiety and stress. It will also help motivate you to study those boring subjects or work through those projects you don't enjoy. Don't wait for inspiration – create your own!

2. ... Achievement generates self-confidence! Set yourself goals for the year, and then break them down into termly, monthly, weekly and even small daily goals, that you know you can accomplish. This will grow your confidence in your own abilities and inspire you to work harder towards achieving your goals. Always celebrate your small victories – they are the stepping stones to greater victories!


3. ... Persistent hard work will always pay off! If you are struggling to study for a particular subject – make it fun! Form a study group with your friends who have different strengths. Or create a reward system for yourself; and treat yourself to your favourite snack for small achievements or a movie for achieving those big goals. Use studying as me-time, dedicating the time and energy towards improving yourself or your future. Or use your study group as a great time to socialise with friends while achieving something!

4. ... Keep your future in mind! Studying toward a career will open many doors for you – if you just know where to look. Find yourself a mentor in the field you are interested in and gain knowledge from their years of experience and mistakes. Create a mind map of your goal, and put it up where you study. When you start to feel discouraged, remind yourself why you're studying, and what your end goal is.

5. ... Studying might not seem that important all the time. But your good grades, and the study skills you build up, will only give you more choices for your future. Working hard may open you up to university courses or careers that you'd never dreamed possible. Good grades will also allow you to access more courses. Studying now allows you to become a better version of yourself in your future.

**b.** Work with a partner. Prepare 5–7 questions to the text. Use the words and phrases from ex. 1b and 1c. Interview each other using the prepared questions.

**c.** Together think of at least two more reasons why studying can be useful. Present your ideas to the class.

**3.**  Write a paragraph (10–12 sentences) to persuade the readers that studying is beneficial. Use the ideas from the text as well as your own. Follow the plan.



1. Topic sentence. That is a statement, an idea that you put forward and will support.
2. Supporting sentence 1 (an idea that explains, supports or defends the topic sentence).
3. Supporting sentence 2.
4. Supporting sentence 3.
5. Conclusion.

## LESSON 3. You are smarter than you think

**Communicative area**

discussing different types of intelligences and the ways we learn



**Active vocabulary**

to be in tune with, challenge, empathy, intelligence, to possess, to require

**1. a.** Discuss in groups.

1. What does it mean to be intelligent?
2. How do you understand the phrase “Each of us is intelligent in this or that way”?

**b.** Compare your ideas with the rest of the class.

**2. a.**   Listen to the introductory part of the interview with a university professor in Psychology about multiple intelligences.

**b. Answer the questions below.**

1. How old is the theory of multiple intelligences? 2. Who introduced this theory? 3. What was his idea? 4. How many intelligences does he single out? 5. How many intelligences can a person have? 6. How do we learn about the world around us? 7. What is another way to say that somebody is intelligent in something?

**c. Match the names of the intelligences with their synonyms. Each intelligence has two synonyms.**

visual-spatial; logical-mathematical; bodily-kinaesthetic;  
musical-rhythmic; verbal-linguistic; naturalist; intrapersonal;  
interpersonal

number smart; nature smart; movement smart; music smart;  
body smart; introspection smart; art smart; logic smart;  
group smart; book smart; self smart; picture smart; sound  
smart; environment smart; people smart; word smart

**d. Existential intelligence is not provided with a synonym here. How would you call it? What kind of smart is it?**



e. Discuss with a partner: In what way can knowing your intelligences help you in life? How can we find out what intelligences we possess? How many intelligences can one person have?

f.   Listen to the second part of the interview. Check your ideas. Why should you know your intelligences?

3.   Moving activity “Survey”.

4. a. Match the words with their synonyms or definitions below.

Assignments; challenge; comprehension; counsel; empathy; gestures; mental; pattern; self-aware; still; to be in tune with; to require.



- a) the ability to understand another person's feelings, experience;
- b) understanding your own character;
- c) not moving; calm and quiet;
- d) understanding, ability to understand;
- e) advice, especially given by older people or experts;
- f) a form or module; a regular arrangement of lines, shapes, colours, etc. as a design on material, carpets, etc;
- g) a task or piece of work to do, usually as part of the job or studies;
- h) connected with or happening in the mind, involving the process of thinking;
- i) to need smth;
- j) a movement that you make with your hands, head or face to show a particular meaning;
- k) a new or difficult task that tests smb's ability and skill;
- l) to be in harmony with.

b. Complete the sentences with the right form of the words from ex. 4a. What intelligences do they describe?

1. When I try to learn poems by heart, I never sit ... . I use ... to express the emotions and catch the rhythm. 2. Writing ... have always been a real ... for me: it takes so much effort to express my

ideas in carefully chosen words! 3. I always listen to my history teacher's ..., I appreciate her wisdom. 4. It is easier to ... with people who show ... even in situations when they don't agree with you. 5. I think he must be more ... . When we discuss something, he never has his own opinion! 6. He remembers the wing ... of all the butterflies from his collection. 7. English grammar is not as difficult as it may seem if you remember sentence ... . 8. For better ... , psychologists advise having a ... picture of the process. 9. His ability to reproduce sounds of nature was beyond ... : you could never say they were made by a human being.


### **5. a. Which intelligences do these careers require?**

1. musician, disc jockey, singer, composer, songwriter, piano tuner;
2. poet, journalist, writer, teacher, lawyer, politician, translator;
3. sculptor, artist, inventor, architect, mechanic, engineer;
4. athlete, PE teacher, dancer, actor, firefighter;
5. pharmacist, lawyer, engineer, accountant, mathematician, computer programmer;
6. gardener, nature photographer, animal trainer, veterinarian, farmer, ecologist;
7. researcher, theorist, philosopher, writer;
8. scientist, philosopher, yoga instructor;
9. counsellor, salesperson, politician, diplomat, manager.

### **b. Which of the following people were / are nature smart, people smart, art smart, introspective smart, logic smart, movement smart?**

Gandhi; Archimedes; Albert Einstein; Pythagoras; William Shakespeare; Anne Frank; Cristiano Ronaldo; Charles Darwin; Mozart; Michelangelo; Houdini; Plato; Socrates; Leonardo da Vinci; Jules Verne; Mother Theresa; Sergei Rachmaninoff; Nikolai Tsiskaridze; Marie Curie; Yanka Kupala; Stephen Hawking.

**Give your own examples of people who possess the intelligences.**

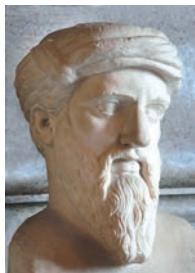
**6.  Write a description of two intelligences of yours: one where you are strong and the other – where you are weak. Use examples to prove your strength and explain how you can improve the weak intelligence. Say in what way these intelligences will be useful in your future.**

## LESSON 4. Great minds think alike

**Communicative area** talking about great educators of ancient times

**Active vocabulary** to be acquainted with, confusion, to keep notes, to preserve, reason, research, to set up, to spread, to tutor / tutor (*v., n.*)

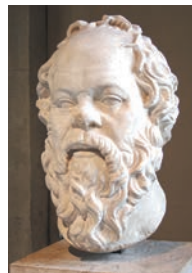
### 1. a. Look at the pictures. Are these names familiar to you?



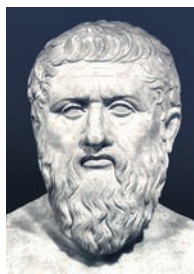
Pythagoras  
[paɪˈθæɡərəs]



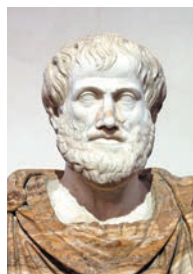
Confucius  
[kənˈfjuːʃəs]



Socrates  
[ˈsɒkrətiːz]



Plato  
[ˈpleɪtəʊ]



Aristotle  
[ˈærəstɒtl]

### b. Which of the people from ex. 1a do the following sentences refer to?

1. He believed that both the universe and man are constructed on the same harmonic proportions.

2. He **tutored** young Macedonian prince, future conqueror of the world – Alexander the Great. After Alexander became



king, at 20, he gave his teacher a large sum of money to set up a school in Athens.

3. He won two Olympic competitions.

4. He discussed problems with his advanced students while walking in the garden.

5. He fought bravely for Athens in a war and in one of the battles saved the life of one of his friends.

6. His works survived only in the writings of his students.

7. He built a seven-note harmonic musical scale.

8. He first mentioned Atlantis in one of his dialogues.

9. At the age of 22 opened a school where he accepted children only for a small fee and those who couldn't afford to pay for their education – without a fee.

10. Explained his ideas in the form of dialogues.

11. Wrote about the ideal state that should be governed only by wise people.

12. He was called the wisest man in Athens.

13. His philosophy also influenced the civilisation of all of eastern Asia.

14. He emphasised the importance of having high moral principles as the basis of wisdom.

**c. Which of them said?**

1. No man is free who cannot control himself.

2. As for me, all I know is that I know nothing.

3. It does not matter how slowly you go so long as you do not stop.

4. All men by nature desire knowledge.

5. Knowledge is the food of the soul.

6. Any man may easily do harm, but not every man can do good to another.

**d. Match the sayings with their meaning.**

a) Everyone should never stop developing, and everyone develops at their own pace.

b) Your freedom is not absolute. To be free you have to respect the freedom of other people.

c) Learning gives man spiritual power.

- d) We should appreciate the ability to be good to others.
- e) We know so little about the world that we can't boast of our knowledge.
- f) To be human means to want to develop.

**2. a. Work in three groups. Each group reads one of the articles about a great Greek teacher. Answer the questions to the article. Prepare to retell your article to other students.**

### Text A. Socrates

(470?–399 BC). Socrates was born on the outskirts of Athens in about 470 BC. He studied sculpture, his father's profession, but soon left this work to "seek truth" in his own way.

Socrates was interested in neither money, nor fame, nor power. He walked along the streets of Athens wearing single rough woollen clothes in all seasons and barefoot. Talking to whoever would listen, he asked questions, criticised answers, and found what was wrong in arguments. He enjoyed creating **confusion** by asking simple questions. Socrates was sure that a person can find all the true answers within himself. He followed the principle of "Know oneself". His style of conversation has been given the name Socratic dialogue.

Socrates was the wisest philosopher of his time. He was the first of the three great teachers of Ancient Greece – the other two being Plato and Aristotle.

He, however, was not appreciated by the Athenian mob and its self-serving leaders. His true statements made him a lot of enemies among the Athenian rulers. He was falsely accused of a crime and sentenced to death by drinking poison. His parting comments to his judges were simple: "The hour of departure has arrived, and we go our ways – I to die, and you to live. Which is better God only knows."

**Questions:** 1. Was Socrates a wealthy citizen of Athens? 2. What did he teach? 3. What was he interested in? 4. What was special about his style of teaching? 5. Why did he like to ask questions and confuse his pupils? 6. How did he die?

## Text B. Aristotle

Aristotle was born in 384 BC. His father was a friend and the physician of the king of Macedonia, and he spent most of his boyhood at the court. At 17, he went to Athens to study. He joined the famous Academy directed by the philosopher Plato.

Aristotle threw himself wholeheartedly into Plato's pursuit of truth and goodness. Plato was soon calling him the "mind of the school." Aristotle stayed at the Academy for 20 years, leaving only when his beloved master died in 347 BC.

In Athens, Aristotle taught brilliantly at his school in the Lyceum. He collected the first great library and established a museum. Aristotle studied many subjects. He was most interested in science, especially biology, zoology, and astronomy. He tried to find out how humans think, and how they learn about the world around them. He also tried to describe invisible things, such as the mind and the soul.

In all his investigations, Aristotle pioneered a new way of studying. He didn't use guesswork or accept whatever people already believed. He used observation.

Aristotle wrote many books, and he **kept notes** to help teach his students. After Ancient Greek civilisation collapsed, his notes were not lost. Muslim scientists carefully **preserved** these writings and passed them on to scholars in Europe and Asia. Aristotle's ideas **spread** around the world.

**Questions:** 1. Who was Aristotle's teacher? 2. Who was his most famous student? 3. What school did Aristotle set up? 4. Why is he a pioneer of science? 5. How did his writings survive?

## Text C. Plato

(428?–348? BC). Plato was born in Athens in about 428 BC. Almost nothing is known about Plato's early life. Because of his family's high position it is likely that he **was acquainted** with Socrates from childhood. As a young man Plato probably intended to go into politics. But the unethical and cruel practices

of the dictators and the fate of Socrates changed his mind. Plato left Athens and travelled for several years.

In 387, he returned to Athens and founded a school of philosophy and science that became known as the Academy. The school stood in the place that, according to the legend, was once owned by a Greek hero named Academus. The Academy was the first University. Plato remained its teacher until his death in about 348 BC. It was a school devoted to philosophy, law, astronomy, biology and scientific **research** – primarily mathematics. The Academy survived as an institution until AD 529, when it and other non-Christian schools were closed.

Plato wrote dialogues – debates that he imagined taking place between teachers and pupils. He hoped these dialogues would help students understand his ideas. Plato investigated many topics, from friendship to the heavens. But his most important work was a study of knowledge.

Plato believed that we learn about the world in two different ways. We get useful information through our senses, like sight and touch. But we reach truth by using a higher ability, which he called **reason**. He said that our senses give us imperfect knowledge, because they tell us about specific objects. But our inner knowledge gives us truth, or perfect knowledge, because it tells us about ideas.

Plato believed that rulers must be philosophers, in other words – wise people, to create the best conditions for their people. In 367 BC, he went to the island of Sicily to teach the new ruler to be a philosopher. But he failed in this effort. Plato returned to write and study in Athens. He died at the age of 80.

**Questions:** 1. What family was Plato born into? 2. Why didn't he go into politics? 3. What did he establish? 4. What name did his school get and why? 5. What was taught in the Academy? 6. What kind of works did Plato write? 7. What did he think about knowledge?

b.   Moving activity “Are you surprised?”

c. Which of the ancient educators would you like to have as a tutor? Why?

**3. Match the words in bold from ex. 1 and 2 with their definitions or synonyms.**

A tutor; to set up; confusion; to be acquainted with; research; reason; to keep notes; to preserve; to spread.



- a) to write down smth as a record;
- b) a careful study of a subject, especially in order to discover new facts or information about it;
- c) a private teacher, especially one who teaches an individual student or a very small group;
- d) to save, keep in a good condition;
- e) to become known by, or used by more and more people;
- f) to know;
- g) a state of not being certain about what is happening, what you should do, what smth means;
- h) the power of the mind to think in a logical way, to understand and have opinions;
- i) to establish.

**4. a. Complete the story about Socrates with the words Truth, Goodness, Usefulness.**

**Talking about others – Socrates' advice**

In Ancient Greece, Socrates was reputed to hold respect for high esteem. One day Socrates met an acquaintance who ran up to him excitedly and said:

“Socrates, do you know what I have just heard about one of your students?”

“Wait a minute” said Socrates. “Before you tell me I would like to conduct a little test. It is called the Triple Filter Test. The first filter is (1. ...). Have you made sure that what you are going to tell me is true?”

“No,” said the man, “Actually, I just heard about it.”

“All right,” said Socrates, “so you don't really know if it is true. Now let us try the second filter, (2. ...). Is what you are going to tell me about my student something good?”

“No, on the contrary...”

Socrates continued, “You want to tell me something bad about him, even though you are not certain it is true.”

The man shrugged, embarrassed. Socrates continued,

“Now we apply the third filter – the filter of (3. ...). Is what you are going to tell me about my student going to be useful to me?”

“No, not really...”

Socrates concluded, “If what you tell me is neither True nor Good nor Useful, why tell it to me at all.”

b.   Listen to check yourselves.

1. Why do you think Socrates didn't answer right away?
2. What would happen if all people used the three filters?

c. Translate the story into your language.

## LESSON 5. Online academy

**Communicative area**

talking about the possibilities of on-line learning

**Active vocabulary**

to create, to develop, a donation, feedback, free, to generate, performance, to provide, remote, to review, a salary

1. a. Discuss the following question in pairs.

1. What is the major recent change in education? Consider different aspects: subjects taught, methods of teaching and learning, learning resources, etc.

2. Is this change for better or worse?

b. Compare your ideas with the others in class. What do they have in common?

c. Read the letters from young people on page 146. Could they have been written a century ago? What are the people thankful for?



Khan Academy gave me a reason to wake up hopeful for a new day. Had I never come across it, my life story would be like millions of other Afghan girls stuck in the cage of ignorance. Thank you for helping me free that cage.

Sultana, Afghanistan

A poor maths background was holding me back at school, so I found the Khan Academy's YouTube page. I spent there the entire summer. Last week I tested for a maths placement exam. No question was answered incorrectly. My placement test examiner was so impressed by my knowledge of maths that he said I should be in a class for algebra. Mr Khan, I can say without any doubt that you have changed my life and the lives of everyone in my family. I wish you and the Khan Academy the best of luck.

Noble, the USA

## 2. a. Read about the Academy. What subjects does it teach? Who can be its students? How does it differ from an ordinary school or college?

The Khan Academy is a non-profit-making (established without a purpose to earn money) organisation with the mission to provide a free, world-class education to anyone, anywhere. Students practice **at their own pace**, first filling in gaps in their understanding and then accelerating their learning.

It was **created** in 2006 by Salman Khan, a Bangladeshi American. He earned three degrees from the Massachusetts Institute of Technology and received an MBA from Harvard Business School.



The Khan Academy also **provides** a web-based exercise system that **generates** problems for students based on skill level and **performance**. Salman Khan is sometimes referred to as the favourite teacher of Bill Gates who called the learning **resource** “unbelievable” saying “I’ve been using it with my kids.”

Salman Khan explains: “I teach the way that I wish I was taught. The lectures are coming from me, an actual human being who is **fascinated** by the world around him. The things are explained as they are understood by me, not as they are written in a textbook **developed** by an educational bureaucracy.

I **quitted** my day job to work on this full-time and was using my savings. One year later, some generous individuals gave large enough gifts for me to take a salary”. Since then, Khan Academy has received millions donations from The Gates Foundation and won Google’s Project 10 to the 100 of ideas to change the world.

**b. Which of the words in bold are synonyms or have something in common? Use them to complete the sentences.**

If you **d...** , or **g...** something you make things people need or want available for them.

If you **g...** or **e...** something you make it exist or happen.

**c. Match the following definitions with the other words in bold from ex. 2a.**



a) to leave a job, school etc, especially without finishing it completely;

b) to put or keep things in a special place for use in the future;

c) something such as useful land, or minerals that exist in a country and can be used to increase its wealth; all the money, property, skills etc. that you have available to use when you need them; something such as a book, film, or picture used by teachers or students to provide information;



d) how well a person, machine, etc. does a piece of work or an activity;

e) extremely interested in something or someone;

f) as fast as someone can or wants.

**d.**  **Moving activity “Khan Academy in numbers.”**



**3. a.**   Listen to the introductory part of Salman Khan's public talk in which he shows the montage of his lectures. How can you describe the tone of his lectures (**relaxed, serious, interested, boring, unemotional, inspiring, entertaining**)?

**b.** Read the following quiz about Salman Khan and his Academy. Choose the right answers (sometimes more than one answer is suitable).



1. What is Khan Academy mostly known for?
  - a) for the collection of videos on academic subjects;
  - b) for the number of viewers;
  - c) for the high subscription fees.
2. How many students watching their videos does the Academy have every day?
  - a) half a million;
  - b) a million;
  - c) five hundred thousand.
3. Is Salman a teacher by profession?
  - a) No. He used to work in the financial sphere (as a financial analyst at a hedge fund).
  - b) No. He is a financial analyst at a hedge fund.
  - c) Yes. He is a maths teacher.
4. Why did he begin to put up his YouTube videos?
  - a) It was a way to tutor his cousins in maths.
  - b) His cousins asked him to help their friends.
  - c) He did to give refreshment to his cousins who had problems in maths.
5. What was the cousins' reaction?
  - a) They liked the remote tutorial more than tutorials in person.
  - b) They were bored.
  - c) They preferred tutorials in-person.
6. How does Khan explain this reaction? Tick the right answers.
  - a) Such a reaction is natural because you can stop and repeat the explanation as many times as you need.

b) You are not embarrassed about things you haven't learnt yet.

c) You feel comfortable because there are no teachers in the room.

d) Your learning process is not interrupted by foolish questions.

c.   Now listen to the second part of the talk. Check if you were right.



d.   Listen to the second part again and complete the following sentences from the talk with the words from the recording. Can you explain the meaning of these words?

1. I want to talk a little bit about really just how I got started. And some of you all might know, about five years ago I was an analyst at a hedge fund, and I was in Boston, and I was tutoring my cousins in New Orleans, ... .

2. And as soon as I put those first YouTube videos up, something interesting happened – actually a bunch of interesting things happened. The first was the ... from my cousins.

3. If they have to ... something that they should have learnt a couple of weeks ago, or maybe a couple of years ago, they don't have to be embarrassed and ask their cousin. They can just watch those videos. If they're bored, they can go ahead. They can watch it at their own time, at their own pace.

**4. a. Discuss in pairs: what is the key to success of the Khan Academy. Compare your ideas with the rest of the class.**

b.   Read the Grammar reference on the use of **be going to** for future actions with present evidence. Write a few sentences about the Khan Academy's future. Support your opinion with the present evidence. Use the following pattern:



I believe the Khan Academy is going to ... because ...

The Khan Academy is ... So, I'm sure it's going to ... because ...

## LESSON 6. Bright future

Communicative area	expressing future
Active grammar	Future Simple, Present Simple, Present Continuous, <i>to be going to</i> used to speak about future

**1. a.** Work in pairs. Complete the quotation below with one of the two words: **winner** or **loser**. Explain your choice.

... live in the past. ... learn from the past and enjoy working in the present toward the future.

*Denis Waitley*

**b.** Do you agree with the quotation? Compare with the class.

**2. a.** Read the following parts of complex sentences. Which of them describe future? How do you know?

- a) ... *is* he *going to* enter the linguistic university?
- b) ... he *is going to* work by bus.
- c) ... I am sure he *will become* a student of the linguistic university.
- d) ... we *will help* you to revise for the test.
- e) ... he *is having* a class with his English tutor on Monday.
- f) ... he *is having* an exam.
- g) ... I *have* music lessons on Mondays.
- h) ... his train *leaves* at 6.45 p.m.
- i) ... he always *leaves* early for school.

**b.** Choose the appropriate beginnings for the sentences from ex. 1a.

- 1. We finish work at 5 p.m., so we can see him off, ...
- 2. He cannot go with us, he is busy – ...
- 3. He has become really fluent in English, and his pronunciation is perfect, ...
- 4. His car has broken down, ...
- 5. You should have told us about your problems with maths long ago. Don't worry, ...

6. Let's have optional mathematics classes on Wednesdays, ...
7. He is the most punctual person I've ever met, ...
8. Don't try to call him, he can't pick up the phone, ...
9. He asked me to lend him my grammar books, ...

**c. Which of the sentences in ex. 1a speaks about...**

1. a spontaneous decision; 2. an intention; 3. a prediction;
4. a future arrangement; 5. a timetable?

**3. In pairs, complete the replies. Use will ('ll), be going to, or present continuous:**

1. – You've offended Mike yesterday.  
– Yes, I know ...
2. – Have you invited Jane for your birthday party?  
– I talked to her yesterday, but ...
3. – We need hamsters for our science project, just the kind you have.  
– That's not a problem, ...
4. – Have you made up your mind about the summer?  
– Yes, ...
5. – Do you have any ideas about our fancy ball?  
– I think, ...
6. – Can we meet tomorrow at five?  
– I'd love to, but ...

**4. Work in pairs. Prepare and act a dialogue.**

**Student A**

1. Think of an evening next week and ask if your partner is free.
2. Express your disappointment and suggest another time.
3. Agree to join them and find out about the arrangements: where to meet, what to take, and so on.

**Student B**

1. Say you're doing something that evening. Give details.
2. Tell your partner you are going to the country with friends. Describe what you are planning to do and invite him / her.
3. Answer all the questions and finish the conversation.

**5. a. Complete the dialogue with will / won't or (be) going to.**

**Son / Daughter:** I must hurry to the library or I (1. ...) fail my project in History.

**Mother:** I (2. ...) give you a lift to the underground station, and I (3. ...) pick you up from the library later if you want.

**Son / Daughter:** That (4. ...) be great! I am so pressed for time: I have a project to hand in next week, but it is still unfinished. Wait a second – I (5. ...) take my bag.

**Mother:** And you'd better take a snack. I've bought dried fruit and chocolate, it's on the kitchen table.

**Son / Daughter:** Yeah, judging by my appetite recently I (6. ...) be hungry.

**Mother:** I'm sure, you (7. ...) fail the project. History is your favourite at school.

**Son / Daughter:** And that is why it (8. ...) be my best project so far. (9. ...) you help me with the maps?

**Mother:** With pleasure! Shall I ask Father to give us a helping hand as well?

**b.**  Listen and check yourselves.

**6.**  Moving activity "People's wisdom."

**7. Discuss in groups the school of the future. Think of the subjects taught, materials used, school buildings, etc. Compare your ideas with other groups.**

## LESSON 7. Study tips

<b>Communicative area</b>	giving advice on how to study, describing learning habits pressing future
<b>Active vocabulary</b>	to cheat, cramming, disadvantage, distracted, to highlight, interruption, to motivate, to process, to refresh, schedule, to summarise

**1. a. Read the rhyme from Roald Dahl's *Matilda* on page 153. What is it used for?**

Mrs D, Mrs I, Mrs F, F, I  
Mrs C, Mrs U, Mrs L, T, Y.

**b. What do you do to remember things you have to learn? Discuss the following questions with your partner and report to the class.**

1. What learning habits do you have? 2. Can you give any tips on how to study effectively / revise for a test or exam? 3. Who / what can you turn to for advice on how to study (your teacher, parents, friends, the Internet, books)? Which of these sources are the most reliable?

**2. a. If you met a real expert in studies what would you ask them about? Make up three questions. Compare with other students' questions. What do you have in common? Can you answer any of your partner's questions?**

**b. Read the study tips from students' forum. Are there any tips that answer your questions?**

1. Read over the notes a couple of times and then **summarise** them in your own words. **Writing things down** might help store the information into the long-term memory. – *Veronica*

2. When I study I like to recreate my notes. Colours and shapes help me to remember. Circling things or **highlighting** works great. I associate the colour or shape with the information and I tend to remember it better (and longer). – *Danielle*

3. Before I start to study, I make sure that I am not sleepy, hungry, thirsty, and don't need to use the bathroom. If I feel all those necessities before I study, I take care of them first. This way, there will be no unnecessary **interruption** while I'm doing my work. – *Edita*

4. Part of a good study habit is making a **schedule**, which will help you organise your time and your thoughts. The schedule shows your personal obligations, priorities, and I am sure it will help you to study. – *No name given*

5. I have learnt from my experience that just studying a couple of days before is not really studying but **cramming**. To get better marks you have to study months before. Using mind maps, charts, **making notes** is very helpful. – *Anna*

6. Hello! The study tip that I would like to share is to do **mind maps**. Mind maps – a study tool that is highly recommended by my school teachers and many other scholars. Using colour markers/pencils helps as colour helps you remember better (a science teacher said so). – *Eloise*



7. I understand and remember more when I listen to someone else so for me it is easier to work or study with someone. You call this person a study buddy. – *Virginia*

8. I'm the sort of student who gets easily **distracted** and it's a nasty habit. When that happens, I remember that what I'm doing is for my own sake. **Motivate** yourself. It works for me. See if it works for you. – *Kuki*

9. I like recording my reading aloud my text. This has four benefits – I see it, read it, say it, and hear it. I then walk around listening over and over until I know it. What is interesting and a bonus is when you **come across** a question that you think you don't know, so you make a guess and



will often get it right. All that listening is in there somewhere. Record your voice when you are reading from your textbook, put it on your playlist, so you can listen to it before the test comes around. (I don't mean **cheat**, I mean instead of listening to music in the car, listen to your "own little summarised lesson.") – *Alan*

10. If you are in a foreign language class or a class where you need to learn a lot of vocabulary, use flashcards. Use a colour code for different groups of words. This is extremely helpful! Don't cram! That is the worst! – *Ymn*

11. Einstein said, "Imagination is more important than knowledge," I believe that the best possible way to memorise certain information is to use your imagination. It can help you memorise and recall. For example, the colours of the rainbow in order are: Red, Orange, Yellow, Green, Blue, Indigo and Violet. They can be remembered using this acrostic: Richard Of York Gave Battle In Vain. Now if you remember this, you will remember the order of the colours easily, try it now, see after 1 h you can still name them!! The only disadvantage is you have to refresh after 5 or 6 days but only for 2 or 3 times. Good luck! – *Ankit*



12. Take a break from studies every 30–40 minutes. When you take a break, it means you do not feed any new information into your brain. Allow your mind **to process** what you studied, by going over the material. Think about it. First the headings, then the subheadings and so on. If you talk to a friend during this break, you would be giving your brain a new task at the cost of processing the info you've just studied. – *Lea*

c.  What do you think the words in bold mean?

3. a. Match the words in bold from ex. 2 a with their definitions.



- a) to give the main information and not the details of what you've read (syn. "sum up");
- b) to write something on paper, especially in order to remember or record it;
- c) learning a lot of things in a short time, in preparation for an exam, for example;



- d) to write down information that a student learns during a lesson, from a book etc.;
- e) something that temporarily stops an activity or a situation; a time when an activity is stopped;
- f) a plan that lists all the work that you have to do and when you must do each thing;
- g) to mark part of a text with a special coloured pen, or to mark an area on a computer screen, to emphasise it or make it easier to see;
- h) unable to pay attention to somebody / something because you are worried or thinking about something else;
- i) to act in a dishonest way in order to gain an advantage, especially in a game, a competition, an exam, etc.;
- j) to remind yourself somebody of something, especially with the help of something that can be seen or heard;
- k) to perform a series of operations on information in a computer or in one's brain;
- l) something that causes problems and stops somebody / something from succeeding or making progress;
- m) to make somebody want to do something, especially if it involves hard work and effort;
- n) to meet or find somebody something by chance.

**b. Complete the questions with the words from ex. 2b. In some sentences you will have to use forms of the words.**

1. Who or what ... you for studying (encourages your studying)?
2. What are the ... of studying on your own? (weak sides)
3. What do you do to ... the information you've learnt? (to organise and reorganise the information in your brain / memory)
4. Do you use colour pencils or pens to ... the keywords in your notes?
5. Do you have a habit to ... your friends' phone numbers or you rely on your mobile phone memory to store them?
6. What is the biggest ... you usually have while studying: talking to friends, eating or just doing nothing?
7. Do you usually ... at your English classes? What do you write down?

8. Can you ... books about Harry Potter in 3 sentences?
9. Do you agree with some students from ex. 2a that ... is bad for your studies? Is it your habit, or you prefer to study regularly?
10. What do you do to ... the material before a test (to remind yourself about the material)?
11. What do you do not to get ... when you are studying (attracted to something else)?
12. Is there any punishment for ... at tests in your school (behaving dishonestly)?

**c. Take turns with your partner to answer the questions.**

**d.**   **Moving activity “Super study tip.”**

#### **4. Which of the tips...**

1. highlight the importance of concentration on your studies?
2. advise on how to organise your studies at home?
3. speak about motivation?
4. are very practical? are about eating habits?
5. will require modern gadgets?
6. were provided by teachers?
7. say how to process information?
8. can be used for learning languages?
9. are more suitable for “visualisers” / “music lovers”?
10. are fun?
11. you have never heard of and could never imagine?

**5. a. Explain the words of Kung Fu Tzu (Confucius) using the tips as examples.**

What I hear, I forget.

What I see, I remember.

What I do, I understand.

**Do you agree with the ancient thinker?**

**b. Make a mind map of study tips to process the information and remember it.**

## LESSON 8. Exam anxiety

**Communicative area**

talking about exam preparation; giving advice

**Active vocabulary**

beforehand, to remind, to revise, to sort out

**1.** You have three minutes to make as many words out of the word **examinations** as possible.

**2. a.** Answer the questions.

1. Have you ever had exams?
2. What is the difference between “a test” and “an exam”?
3. How many exams and tests do you usually have during a term?

**b.** Explain the meaning of the statement: **We have tests and exams all our life.**

**3. a.** Discuss the questions below with your partner and share your ideas with the class.

1. When do you think exams begin: when the examiner enters the room, when you are given the exam paper or topic, when the school studies begin, when you start revising? 2. How do you feel before and during an exam: stressed, excited, bothered, relieved, weird, happy, terrific, terrified, inspired, anxious? 3. What does your success at the exam depend on?

**b.**   Listen to the BBC GCSE Bitesize recording. What exam are they discussing? What side of exam preparation is described?

**c.**   Listen again. Are the following statements **true**, **false** or **not mentioned**?

1. If you have revised everything and know the material there's nothing to worry about.

2. You shouldn't waste time on making check-lists – on such an important day you can't forget anything, especially things like pens or money.

3. People usually feel different on the day of the exam.
4. You should start the day early to revise everything one more time.
5. It is important to visualise the positive result of the exam.
6. It is not a good idea to think too much about the exam – it is better to relax.
7. There are lots of techniques to help you feel at ease at the exam, but they often fail.

**4. a. What sport are exams compared with? Do you think it's a good comparison?**

**b. Complete the script of the recording with the sports words.**

**Alix:** It's normal to feel a little worried before an exam. Some people go into a cold sweat, some say it's all right, and some even say they're not bothered. But we all seem to feel a little different when we're actually in the exam room.

**Eliot:** So the first thing to remember is that it's normal to feel a little weird, and if you prepare for the experience, the easier it is. You could think of it as some sort of test, like a football match, and so prepare like professional (1. ...).

**Alix:** They don't just start the (2. ...) cold. They **sort out** everything they need days **beforehand**. It's all laid out, and they have spares of everything.

**Eliot:** So you could make a list of everything you need, such as blue and black pens, a ruler, a pencil and rubber – even bus money.

**Alix:** And they'll study the other team for hours on end, watching videos and even going to other (3. ...).

**Eliot:** So listen to all the audio clips, go through old English exams and questions, and look in revision books or on internet sites, like GCSE Bitesize. These will show you exactly what you're up against.

**Alix:** Then professional footballers get to the (4. ...) early, so make sure you plan your day and you've got lots of time – this is one of the days when you cannot be late.

**Eliot:** And they'll walk round the pitch. Some will go round several times. But why?

**Alix:** Many (5. ...) want to get a feel of the place – they will be imagining themselves playing, and imagining themselves doing really well.

**Eliot:** And you should do the same before the day of the exam. The exam will probably be somewhere you know well, like the school hall or a (6. ...). But when it's set up for an exam it will look very different – there will be rows and rows of desks – and it'll feel very different to normal.



**Alix:** So try to go in the room beforehand, when it's been set up for the exam. It might be locked, or out of bounds, so ask your teacher to take you round – they can hardly say no if you tell them why.

**Eliot:** And once you're in, sit down quietly and go through the exam in your head. For example, you know you'll have a question on writing to inform, explain or describe. So imagine a question in front of you, a question that you can do really well. So when you leave the room, you know exactly how it feels, you can do this, and you can do it well.

**Alix:** It might feel a bit silly, but it seems to work for lots of people and many professional footballers spend time imagining taking (7. ...), or corners, or scoring (8. ...). There's even a simple trick that might work with you too.

**Eliot:** You have to think of a time when you felt great – you did something really good, and everyone knew how good you were. Think of this time, and touch your index finger and thumb together lightly. Try to do this a few times each day, thinking about successful things each time. And when you get in the exam, touch your finger and thumb together again – it can **remind** you about how good you are.

**Alix:** So try to prepare for the exam. Don't worry about it – do something about it instead. Look through old questions. **Revise** for the exam. Visit the room a few days beforehand. Imagine being successful. Sort out what you need for the exam day beforehand. Go early. And keep positive – think about good things.

c.   **Listen to the recording to check. Do you agree with the advice?**

d. **Match the words and expressions in bold with the definitions on page 161.**



- a) earlier (than a particular time); in advance;
- b) study again (something already learnt) in preparation for an exam;
- c) make (someone) aware of something they have forgotten or might have forgotten;
- d) deal satisfactorily or successfully with (a problem, a situation or a person who is having difficulties).

**e. Complete the questions with the words in bold.**

1. Do you ... everything you need for the exam the day before or the morning of the exam?
2. How do you ... for the exam?
3. Do you usually visit the room of the exam ... ?
4. What trick would you use to ... yourself of how good you were once?

**f. Work in pairs. Ask and answer the questions in ex. 4d.**

**5. a.** Make short notes to summarise the advice. What advice can you add?

**b.** In groups, discuss your **exams survival kit**. What will you take with you? Include material as well as not material things. Explain what you need them for. Compare your kit with the other groups and choose 10 things you can't do without.

## LESSON 9. School magazine

**Project** ▶

### BEFORE THE PRESENTATION LESSON

**1.** Work in pairs or by yourselves. Your task is to write a number of articles for the school magazine. It is going to be a special issue dedicated to the end of the academic year *What we've learnt while studying English: academic year 202X–202X in numbers, pictures, words*. You may also put it up on your school Internet site.

Below there are topics you need to cover in your articles. Don't forget to give your article a title (the first title is provided as an example).



1. Prepare study tips that you find useful, explain why they are practical: e.g. *A Guide to Successful Studies*.
2. Describe the 'toughest' moment you've had this year – a test, an exam, a lesson, an assignment. Say what was difficult about it and how you managed to complete the task.
3. Conduct a survey: find out what facts from the world's history and culture the students of your group remember from the course of English you've finished this year. Prepare questions to ask.
4. Write a story about a funny moment you've had during an English class this year: what happened, who were the participants...
5. Write about your favourite task in the book. Explain why you like it. Ask your groupmates to share their opinions.
6. Write a story about (a) teacher(s) you are grateful to.

2.  Prepare your articles – write or print them, use pictures if you wish.

### IN THE PRESENTATION LESSON

1. Hang your articles around your classroom. Walk around and read them. As soon as you get acquainted with all the articles, put them together to have a wall newspaper. Put it up on a wall in a place where other students could read it. Choose the best article.

## LESSON 10. Culture corner.

### From Ancient Greece with love

<b>Communicative area</b>	talking about origins of education
<b>Active vocabulary</b>	academy, advanced, to attend, to consist of, education, to emphasise, to gain, gymnasium, philosophy, reasoning

## 1. Are you good at languages?

a. Put the words in the list into two groups. Justify your decision.

Philosophy      foreign      philology      difference      frequently  
 photo      fashion      fabric      fluent      telegraph      festival

b. What other words of Greek origin do you know?

c. What is the Belarusian for education?

educere (from Latin: to lead out) → *education* (English)

d. Which letter is not pronounced in the following words?

Psychologist; pneumonia; pneumatic;  
 pseudonym.



e. Can you read the following Greek words?



Ακαδημία; γυμνάσιον; φιλοσοφία;  
 φιλολογία.

2. a. What does the word **philosophy** mean? Choose from the list.

1. the study of the nature and meaning of the universe and of human life (*a professor of philosophy*);

2. a set of beliefs or an attitude to life that guides somebody's behaviour (*My philosophy of life is to take every opportunity that presents itself.*)

3. finding answers to the questions about the Universe and human nature as well as the study of logic, mathematics, music, morals, and science (chemistry, physics, biology).

b.   Listen to the recording to check your answers. Which of the definitions describes what the word used to mean; which gives the present meaning of the word?

3. a. Read the following passage. What is **education**? How did it start in Ancient Greece?

Education, in its broadest sense, is about the ways in which people **gain** skills and gain knowledge and understanding about



the world, and about themselves. Western formal education today is based on the Greek model.

Athens made the greatest educational **advances**. There, citizens were judged more by the quality of their minds. Boys started their education about the age of **6**. But they didn't go to schools as we think of schools today. The trusted family slave took them from teacher to teacher. They studied reading, writing, arithmetic, music, dancing, and gymnastics. From about ages 16 to 20, the boys **attended** a government-sponsored **gymnasium**. Gymnasiums trained young men to become citizens – soldiers. They **emphasised** such sports as running and wrestling and taught the art of war.

Originally, the word “gymnasium”, described an exercise ground. Between the hours devoted to physical exercises and sports teachers gathered there and gave instruction, and thus the term became associated with and came to mean an institution of learning. Students held discussions in order **to improve** their **reasoning** and speaking ability. The latter meaning of a place of intellectual education continued to exist in German and other languages, whereas in English the meaning of a place for physical education was kept, more familiarly in the shortened form “gym”. Present time gymnasia prepare pupils to enter a university for advanced academic study.

By the 400's BC the **advanced** education in Athens **consisted of** philosophy and rhetoric. Philosophy included the study of logic, morals, and science. Rhetoric included the study of government, history, and public speaking.

During the 400's and 300's BC, Athens produced such great philosophers and educators as Socrates, Plato, and Aristotle.

**b. Work in pairs. Match the words in bold to the following definitions:**



- a) to obtain, achieve, or win something you want or need (for example experience);
- b) to make something better than before, or to become better;
- c) a change, discovery, or invention that brings progress (for example in medical science);

- d) in Ancient Greece a place for both physical and intellectual education of young men;
- e) to give special importance to something;
- f) a process of thinking carefully about something in order to form a logical opinion;
- g) having the most modern and recently developed ideas, methods, etc.; (about a course of study) at a high or difficult level;
- h) to be formed from two or more things or people;
- i) the process of teaching and learning, usually at school, college, or university.

**c. Match the beginnings and the endings of the questions.**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>1. What does your school programme...</li> <li>2. What is the difference...</li> <li>3. What skills...</li> <li>4. What skills can you...</li> <li>5. What subjects do gymnasia...</li> <li>6. What do you do...</li> <li>7. What countries are famous...</li> <li>8. Which school subjects...</li> </ul> | <ul style="list-style-type: none"> <li>a) ... for their great educational advances?</li> <li>b) ... to improve your English skills?</li> <li>c) ... emphasise now?</li> <li>d) ... would you like to gain at school?</li> <li>e) ... consist of?</li> <li>f) ... develop reasoning?</li> <li>g) ... between an ancient gymnasium and the present-day gymnasia?</li> <li>h) ... help your friend to learn</li> </ul> |
|--|---|

**d. In pairs, ask and answer the questions.**

**4. a. What do the present-day educational system and the Ancient Greek one have in common and what are the differences?**

**b. Can you find any aspect where the education in Ancient Greece is more advanced than today's education?**



## LESSON 11. Board game “School matters challenge”

Communicative area

playing a revision game

1.  You are going to play a board game with the dice.



Play in groups of 3–4 people. You will need the dice that you will throw to see how many spaces on the board you will move. Each player should have a *game piece* – a small item that will represent them on the board.

All players begin from the START space. Take turns to throw the dice. Move forward as many spaces as the number that you had on the dice. Follow the instructions in the space. If you cannot perform the task in the space, you stay in the same place until your next turn. The player who finishes the first is the winner.

# PROGRESS CHECK

## UNIT 5. Progress check

**Communicative area**

testing your reading, listening, and speaking skills

### I. READING

**1.** Read the article from *Guardian*, a British newspaper. Say what it is about in 2–3 sentences.

#### **Fukushima disaster: it's not over yet**

It was an email from an old friend that led me to Fukushima. I had not heard from Reiko-san since 2003. In April, she contacted me out of the blue. I was pleased at first, then worried.

Reiko's message began in traditional Japanese style telling about the season and her state of mind. "It is spring time now in Tokyo and the cherry blossoms are in bloom. In my small terrace garden, the plants – tulips, roses and strawberries – are telling me that a new season has arrived. But somehow, they make me sad because I know that they are not the same as last year. They are all contaminated."

Reiko went on to describe how everything had changed after the nuclear accident in Fukushima. Daily life felt like science fiction. She always wore a mask and carried an umbrella to protect against black rain. Every conversation was about the state of the reactors. She asked me to return and report on the story.

The magnitude 9 earthquake that struck Japan on 11 March was so powerful that it lowered the coastline by a metre and moved Japan two metres closer to the United States. It was followed by a devastating tsunami – which rose to 40 m – and did most of the damage. These two natural disasters left 20,000 people dead or missing and 125,000 buildings destroyed. They caused a third disaster – the accident at the Fukushima Daiichi nuclear plant that has released more radiation than any accident since Chernobyl. Six months on, the emergency is over. But another disaster is still here: psychological depression that could prove more devastating than anything that came before.

Low-level radiation is an invisible danger that breaks DNA with results that will not be seen for years or decades. Not knowing who will be affected and when is deeply worrying.

This has happened before, of course. Twenty years after the 1986 nuclear accident in Chernobyl, the World Health Organisation said psychological depression was the largest public health problem caused by it: “Populations in the affected areas develop a strong sense of lack of control over their own lives.”

In Japan this invisible pressure leads to depression too. Some people say they want to die. Others become more dependent on alcohol. Young people are leaving. And it is a particular worry for those whose DNA is most vulnerable to change: expectant mothers and young children.

With the atomic bombs, the survivors were exposed to a massive dose of radiation in a short period of time. In Fukushima, people are getting a very small dose every day. This is an important difference. The accident in Chernobyl, for example, left 134 clean-up workers with acute radiation sickness. Twenty-eight died within a year. Millions more were exposed to lower doses and a wide area of Belarus and Northern Europe was contaminated. 20 years later, the WHO (World Health Organisation) stated the accident caused 4,000 more cancer deaths – about 4% higher than the normal rate.



Given that Fukushima has released a tenth of the radiation of Chernobyl and taken greater steps to prevent contamination through milk, this would suggest Japan will have hundreds – rather than thousands – of extra cancer cases and births may not be as much of a problem as many believe.

After three visits to Fukushima, I am less afraid of radiation than I was a year ago but more worried about Japan.

*after Jonathan Watts*

- 2. Find the extract how Reiko starts her message. Read it aloud.**
- 3. What things cause damage to the people of Japan as a result of Fukushima disaster?**
- 4. What devastating disaster have you heard about? What happened?**

## II. LISTENING

1.   Listen to the story of an Indian Chief and answer the questions below.

1. What did the Indian people ask their Chief about?
2. Who did the Chief call and why?
3. Why was the weather man so sure that the weather will be very cold?

## III. SPEAKING

1. Answer the questions.

1. Tell about your favourite and least favourite weather? What do you usually do in such weather?
2. How often do you check the weather forecast? Are they reliable? How does the weather forecast effect your life?
3. Which climate do you like more, the one in the UK or the one in Belarus? Why?
4. Describe the last time you had to change your plans because of the weather. What happened?
5. Which in your opinion are the most devastating disasters? Why?

## UNIT 6. Progress check

**Communicative  
area**

testing your reading, listening, and speaking skills

## I. READING

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

Victorian life was busy, but Victorians liked to make the most of their leisure time. The ways in which people could entertain themselves varied depending on whether they were rich or poor, male or female.

It had long been fashionable for wealthy families to move between town and country depending on the season and to visit

the seaside to “take the air.” As for poorer families, holidays and day trips became accessible to them not until the late 19<sup>th</sup> century as most of them could neither afford them nor did they have time off.



Brighton and Blackpool were popular holiday destinations at the time. A trip to the seaside was an exciting treat. It wouldn't be complete without donkey rides on the sand and walking on the promenade [ˌprɒməˈnɑːd], ice cream in hand. People also enjoyed sandcastle building and laughing at a Punch and Judy show. Everyone looked forward to taking a dip in the sea, though women had to use bathing machines to enter the water. They were huts on wheels with two doors.

Many Victorian adults were interested in history and the surrounding world. The excitement surrounding the Great Exhibition sparked enthusiasm for visiting museums and travelling circuses. The public were willing to pay to view various exotic animals and animals that performed tricks. Music halls and theatres were also popular. The rise in photography and moving pictures in the 1890s added a new dimension to theatre-going because people started attending them not only to enjoy plays but also to watch recordings of sporting events.

The Spiritualist craze started in the second half of the century. It was hard to avoid ads of public lectures and private séances [ˈseɪ:nsɪz]. Shows that included hypnotism, table-turning, voices of spirits and other tricks were extremely popular and even the great minds of the time were interested in Spiritualism.

Rational [ˈræʃənəl] recreation was the ideal of the middle-class reformers who wanted to improve the way the lower classes spent their free time. The People's Concert Society founded in 1878 was an amateur organisation dedicated to encouraging working class interest in serious music. They began free Sunday concerts. Another example of rational recreation was the British Brass Band Movement that reached its peak in the 1890s, when there were around 5,000 bands in the country. Victorians enjoyed listening to brass bands that performed in parks and besides military bands there were also works bands sponsored by factory owners.

The Victorian period saw the start of organised spectator sports such as football and rugby. Lawn tennis invented in 1874, croquet and golf were popular with women and they could participate in some sporting activities. A new sight on the streets of Victorian Britain was the bicycle. Originally this was a pastime for men however changes in fashion meant cycling became popular with women as well. Sporting pastimes caught on and large crowds would often attend sailing events and famous horse races.

**2. Find and read aloud the extract which describes how Victorians enjoyed themselves at the seaside.**

**3. How did free Sunday concerts and brass band movement appear?**

**4. What big changes took place in the way people spent their leisure time?**

## II. LISTENING

**1.**   Listen to the extract of a radio programme and answer the questions below.

1. Why did Monica have to give up her usual leisure activities?

2. What is Monica's new hobby?

3. What benefits of her new recreation activity does Monica mention?

## III. SPEAKING

1. Let's talk about leisure. How do you usually spend your free time at the weekend?

2. Are you satisfied with the leisure facilities in your place? Why (not)?

3. What questions would you ask an American teenager who is a historical re-enactment enthusiast?

4. What would you recommend your pen pal to avoid boredom?

5. Some people say that nowadays many of us have lost the art of having hobbies. What do you think of it?



## UNIT 7. Progress check

### Communicative area

testing your reading, listening, and speaking skills

### I. READING

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

Where can you find the worst art in the world? On the walls at the Museum of Bad Art, a Massachusetts gallery devoted to displaying work that's not pleasing to the eye.

The Museum of Bad Art, or MOBA, was founded in 1994. 'Lucy in the field with flowers' is the work of art that started it all. Boston antiques dealer Scott Wilson found it in a pile of trash. He wanted to sell its frame, but when his friend John Riley saw it, he got fascinated by the painting and said, "You can't do that! That's so bad, it's good!" Wilson continued to bring Riley pieces of bad art he found at flea markets and on sidewalks, and Riley began to exhibit them in his white-walled basement. When the basement space became too small for the collection the Museum of Bad Art, the pair moved it to the lower level of a community theatre in Dedham, Massachusetts.



The staff at MOBA feel that bad art takes just as much time and effort to produce as more famous works, and that it is worth displaying in the same way as "good art." That's why they chose the inspiring motto, "Art too bad to be ignored." The world is filled with bad art, but not all bad art is bad enough to make it into the Museum of Bad Art. The museum receives up to 20 works of bad art a month, but the work must be original to make it into the collection.

Mark Frank, an early museum volunteer, got the job of the Curator-in-Chief almost 10 years ago. "I can't pass a yard sale or interesting pile of trash without checking it out," he told TODAY.com. "As soon as I learnt about the museum, I donated some pieces. I always had an eye out for pieces to donate."

Once the art is believed to be bad enough for the museum, Frank "interprets" each piece, giving it a title and analysing the

inspirations behind the weird piece of trash. “We celebrate the fact that people try to make art for lots of different reasons,” he said. “When people go to traditional museums, they might not understand why different pieces are important. Here people can just admire stuff for what it is.”

The museum attracts about 8,000 people a year with a Facebook following of over 20,000 likes. Most recently, Frank has started a MOBA YouTube page, where he helps to bring the work of MOBA to bad art enthusiasts around the world. Above all, he insists they are not making fun of the art.

What does he like best of all about the museum?



“People in the art world know about us,” Frank says. “And they get it.”

**2. Find and read aloud the extract that explains why they collect and display bad art.**

**3. Where, when and why did the museum appear?**

**4. What does Frank do with the exhibits?**

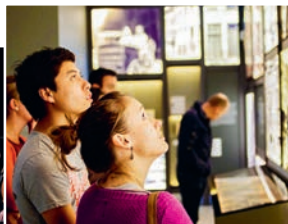
## II. LISTENING

**1.**   Listen to the friends talking about their weekend plans and answer the questions.

1. Why did Christie agree to go to the Museum of Bad Art?
2. What works of art will they see at the exhibition?
3. When and where are they meeting?

## III. SPEAKING

1. What can you see? Speculate on the pictures. Use modal verbs.



2. What's your favourite form of entertainment? Why?
3. Do you like visiting museums? Why (not)?
4. Ask your British friend about cool venues for teenagers in their home town.
5. Where would you take your friend from another city or country to relax?

## UNIT 8. Progress check

**Communicative area**

testing your reading, listening, and speaking skills

### I. READING

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

#### Is the internet good for you?

Your parents might worry about the negative impact of the Internet on you. They might have read about eating disorders or short attention spans triggered by an excessive use of the technology. The devil is not so black as it is painted, though. There are lots of positives to using the Internet as well.

Do you have far-away grandparents? How often do you get to see them? The Internet lets you keep in touch with your granny or granddad with regular video chats or by sharing photos online until you can be together in person.

Do you often feel lonely? Is it difficult for you to start an offline relationship? You can interact successfully online. It can give you more confidence to have an offline relationship, too.

If you're into music, art or writing, you can find a lot of help online. You can practice playing your instrument, start a blog or follow your favourite artist on Instagram.

Grown-ups are worried about the mental health of the teenagers who use the Internet. It is difficult to say if it is a fact, but teens and young adults can find help online. You can use forums like *The Mix* where they can get important information or even help and support, often anonymously.

You definitely have computing classes at school. However, you can continue to study computing online, too. If you are comfortable with technology, it gives you an advantage over other competitors when you start looking for a job in the future.

Even now, you can use your computing skills to your advantage in the classroom or when preparing for tests, projects and exams. Computer assisted learning is the order of the day. You can use programmes like *Mathletics* to practice your Maths.

In the time of the pandemic, many schools are posting their homework online. There are lots of apps that help you organise your learning and plan it so that you can stay on top of your schedule.

The Internet can support young people with disabilities, too. There are lots of useful apps developed for them. Some parents say that playing Minecraft has improved the communication skills and teamwork abilities of young people with autism.

Finally, the Internet offers a lot of fun! Just use it in moderation!

**2. Why do parents worry about their children using the Internet?**

**3. How can you use the Internet to improve your academic performance? Read aloud the extract which says about it.**

**4. What are the other ways you can use the Internet to your advantage?**

## II. LISTENING

**1.**   Listen to the conversation between an expert on the teenagers' Internet use and a reporter and answer the questions below.

1. How do teenagers spend time on the Internet?
2. What are the symptoms of pathological Internet use?
3. What are the consequences of the Internet addiction for teenagers?

## III. SPEAKING

1. Tell about the various means of communication in the history of the humanity.

2. What do you think is the most popular means of communication these days? Why?

3. What questions would you ask someone from the future about their means of communication?

4. Give me a piece of advice on how to fight an Internet addiction?

5. People tend to communicate online more than offline. Is it good or bad?

## UNIT 9. Progress check

**Communicative area**

testing your reading, listening, and speaking skills

### I. READING

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

**What is the most important thing a scientist needs?**

There is no simple answer. We can think of three important things. First, it is asking questions. Most scientists are inspired by wanting to understand how things in the world work. That means they start by asking questions. The questions might be driven by curiosity about something amazing in nature, like “Why do stars look like they’re twinkling?” or “Why do these birds have such fancy feathers?” Or they might be driven by wanting to help communities (or even the whole world) with a problem, like “How can we keep this river healthy?” or “What can we do about climate change?”

But all good scientific questions have something in common: they will point scientists towards some sort of *investigation* they can do to try and find out an answer. Scientists investigate in many different ways. Some examples are observing how animals behave in the wild, measuring how plants grow over time, doing an experiment in a lab, or using a computer to create a virtual version (called a simulation) of a black hole.

Second, it is finding answers. Different scientific questions call for different sorts of answers. Here are some examples (asked by curious kids!).

Why do onions make you cry? How do ants walk on the ceiling? These questions call for *explanations*: telling us why or how something works the way it does.

Could octopuses evolve until they take over the world and travel in space? This question calls for some explanation about octopuses and also a *prediction* about what might (or might not) happen in the future.

How many stars are there in space? This question calls for a *number* (but it helps if the answer explains a bit, too).

How do scientists investigate the world to find answers? It often takes a lot of training and some creativity. There is a thing called the *scientific method* which you can think of as a sort of recipe for doing science. It goes like this:

1. ask a *question*
2. come up with a guess, called a *hypothesis* ([hɑː'pɒθəsis] – *зипотеза / зипотэза*) about an answer to your question
3. do an *experiment* to test your hypothesis
4. *report* what you learnt, so others can learn from it too.

This is a good way to do science, and many scientists always follow these steps. But many others don't. Some scientists do experiments. Some do observations instead, or create models and simulations of the things they want to learn about.

Also, not all scientific projects start with a hypothesis and then test it. Some start with big open-ended questions and investigate them by exploring. There is really no such thing as *the* scientific method. There is a whole family of scientific methods.

Third, becoming a scientist takes a lot of learning. It is important for scientists to keep in mind they don't know everything. A fancy name for this is *intellectual humility* ([hju:'mɪləti] – *скромность / сцпласць*). “Intellectual” has to do with how clever we are, and “humility” has to do with recognising our own limits.

So, *intellectual humility* means being aware that you'll sometimes get things wrong. It also means listening to other peoples' ideas rather than just thinking you're right all the time.

## **2. Find and read aloud the extract which describes how a scientific method works.**

**3. What sorts of answers do scientists try to find?**

**4. What is important for a scientist?**

## **II. LISTENING**

**1.**   **Listen to the extract of a radio programme and answer the questions below.**

1. How good is it to listen to music while studying?
2. Why is listening to music while you study beneficial?
3. What kind of music should you choose if you want to have it at the background?

## **III. SPEAKING**

1. Let's talk about studies and school. What makes a successful student / pupil?

2. What do you like about your studies at school? What do you loathe?

3. What advice can you give to other students about the organisation of their learning process?

4. What study skills do you possess and how good are you at them?

5. What do you think about learning online? In what way can it be useful for you?

## OPTIONAL LESSONS

### Unit 6. An ode to the hobby

**Communicative area**

reading and speaking about knitting as a hobby

#### 1. a. Work in pairs. Discuss the questions.

1. How good are you at knitting?
2. Have you ever thought of taking up knitting as a hobby?

Why (not)?

3. Do you know people who are keen knitters?
4. Do you know any celebrity knitters?

#### b. Read the sayings about knitting. Do you agree with the ideas expressed in them? Why (not)?

All you knit is love.

Knitting is not a hobby. It's an adventure.

Knitting is the new yoga.

I knit. And what's your superpower?

To knit or not to knit? What a silly question!

Today's good mood is sponsored by knitting.

Knitting is the saving of life. *Virginia Wolf*

#### 2. a. Are the following statements true or false?

1. It can't be true that members of the British royal family can knit.
2. There are more than 10 million knitting enthusiasts in the UK now.



3. Knitting got the status of a female hobby in the 19<sup>th</sup> century.

4. Acting and knitting have nothing in common.

5. Yarn bombing is decorating structures in public places with knitted material.

**b. Read the extracts taken from different articles and check your ideas. How close were your guesses?**

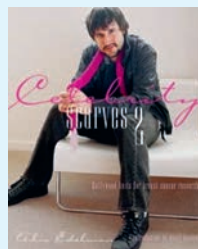
In 2013, Kate Middleton took up knitting, but it didn't go very well. 'I'm really bad. I should be asking for tips!' she told a fan. Kate could probably turn to her own grandmother-in-law for tips, after all, the Queen has been knitting since she was only Princess Elizabeth. During WWI and WWII, knitting was more than just a hobby – it was a way to show patriotism. Soldiers needed sweaters, gloves, hats, scarves, and lots of socks and women were encouraged to spend their leisure time knitting those items. Princess Elizabeth and her sister were photographed knitting on numerous occasions, likely to set a good example for other children. And Queen Victoria herself was a lifelong keen knitter.

According to the UK Hand Knitting Association, about 1 million people have taken up the hobby since the start of the pandemic and now the country has 7 million knitters. One of the new knitting enthusiasts is Tom Daley, a diver who won a gold medal at the Tokyo Olympic Games. At the press conference he described how his passion for knitting helped him keep on track and called it his 'secret weapon'. He also produced his knitted medal cosy with the Union Jack on one side and the Japanese flag on the other. The pictures when Daley was cheering his fellow athletes and knitting a doggy jumper went viral, encouraging more men to get involved.



Knitting is on the rise and the craze is catching on in Ireland as well. The public image is still very much that knitting is for grey-haired grannies and is part of domestic work. However, these days people are knitting for reasons other than economy. The average age of knitters has dropped from 58 only four years ago to under 37. More and more both boys and girls are into knitting. And it seems that the story of knitting is gradually going back to its origins. Historians believe that men were the main knitters up to the Middle Ages and it was only by the late 1800s that knitting had become a fashionable leisure activity for Victorian ladies.

You might be surprised by how many Hollywood celebrities knit in real life, not just 'for pretend' in a movie. When asked what her favourite relaxation was, Christina Hendricks, said simple, 'I knit.' For Russell Crowe knitting is a form of anger management. As a young child, David Arquette was taught to knit by his grandmother. David is such a passionate knitter that he appeared on the cover of *Celebrity Scarves 2*. The book where celebrity knitters share their favourite scarf patterns and thoughts on their favourite pastime is entertaining to read. It also makes you feel good as a portion of the sales goes to support cancer research. Whether it's a way to spend time or give to others, famous actors and actresses knit because they can and because they want to.



Through the Knit-a-Square project, knitters all over the world send squares to be made into blankets that are donated to homeless shelters, nursing homes, hospitals and day care centres. Knitters have even supported animals in need, making sweaters for fairy penguins rescued from oil spills in Australia. The Remembering Tree is an annual project in Stratford-upon-Avon, UK, that raises funds for charity. Colourful squares (half made in the UK and half by poor women in South Africa) are sold to celebrate your loved ones and then used to yarn bomb a tree overnight. After six weeks, the squares are removed from the tree, washed, and sewn into blankets for those who need them in both Africa and the UK.

**c. Read again and answer the questions.**

1. How was knitting connected to patriotism?
2. What do Olympic gold medal and knitting have in common?
3. How is the image of knitting changing nowadays?
4. How are knitters involved in volunteering?
5. What reasons why people take up knitting as a hobby are mentioned in the extracts from the articles?
6. What facts mentioned in the articles do you find surprising?

**3. a. Read the list of words that may be used to characterise a hobby. Divide them into 3 categories: positive, negative and neutral characteristics.**



Expensive, money-consuming, cheap, time-consuming, rewarding, odd, social, quiet, popular, male, female, universal, ancient, old, new, addictive, profitable, common, wide-spread, exciting, entertaining, challenging, boring, stress relieving, creative, adventurous, enjoyable, dangerous, not for profit, fascinating, harmless, fashionable, pleasant, old-fashioned, silly, difficult, simple, all-time favourite, lifelong, offbeat, healthy, worthy monotonous.

**b. Which of them would you use to speak about knitting? Be ready to prove your point of view.**

**4. a. Work in groups of three. Prepare a conversation to persuade a person to take up knitting.**

**S1:** you're a keen and skilful knitter and know a lot about it.

**S2:** you've just recently taken up knitting and are not very good at it yet, but you've already felt the benefits of the hobby.

**S3:** you're bored and are looking for an activity to take up to fight your boredom.

**b. Role-play the conversation.**

## Unit 7. What do penguins do in the cinema?

### 1. a. Discuss the questions in pairs.

1. Do you like going to the zoo / to the circus? Why (not)?
2. What was your most exciting visit to the zoo, aquarium, circus or another place where animals are kept? Why?
3. What do you think about using animals in entertainment?

### b. Look at the photo. What do you think the penguins are doing in the cinema? Use modal verbs to speculate on the photo.



### c. Watch the video and check your ideas.

### 2. a. Read the article about the penguins from Chicago's Shedd Aquarium. Explain why...

1. Regular field trips are beneficial for the birds.
2. These birds are called Magellanic penguins.
3. Young penguins start with shorter trips around the aquarium.
4. The penguins enjoy visiting different places.
5. The aquarium staff should keep a good eye on the birds during the trips.
6. The penguins usually follow their supervisors.

The 4D Theatre in Chicago's Shedd Aquarium recently opened its doors to a trio of unusual visitors. Adult Magellanic penguins Dolores and Sparrow, and youngster Sir Elio were allowed to waddle around the theatre. These penguins from an aquarium in Chicago, Illinois, go on regular field trips to unusual places around

the city, such as cinemas, art museums and football stadiums. It might seem strange, but there's a good reason for it. According to the aquarium, the outing was beneficial to the birds, allowing them to experience new spaces, different sights, sounds and smells. It's good to give them exercise and mental stimulation.

The aquarium is home to more than 32,000 animals of 1,500 different species, including fish, marine mammals, birds, snakes, amphibians and insects. Magellanics, named for the explorer Ferdinand Magellan, who first saw them in 1520, live 25 years in the wild. "We care for over 30 penguins at the aquarium, representing two different species," said Johnny Ford, assistant director for public relations for the Shedd Aquarium. "The aquatic birds are adventurous by nature and enjoy a new experience," he added.

The aquarium has 36 penguins. Obviously, they can't take 36 penguins every day, everywhere, so they rotate it through and see which birds get along socially. Young penguins start with shorter trips around the aquarium where they learn to explore around. It actually started with their penguin, Wellington. He's a 32-year Rockhopper penguin, one of the oldest penguins. And he was taken to the Amazon exhibition and he seemed pretty curious about the fish. He was looking around and was very active.

"Penguins are pretty small. Our Magellanic penguins are about 10 or 12 pounds (1 pound=454 grams), so they could fit in little tiny areas if they want to. We make sure we keep a good eye on them, but we also have really good relationships with our penguins and they spend a lot of time looking for us and if we're around, they usually follow us. We have enough stuff around if they're going to be in a big space," Johnny Ford said.

**b. What do you think about the Chicago's Shedd Aquarium's initiative? Should animals be entertained? How do you entertain your pet?**



**3. Work in groups of three. Imagine that you are Magellanic penguins Dolores, Sparrow and Sir Elio. Voice them in the video you watched at the beginning of the lesson.**



- Write a script for your film where these birds are the main characters.
- Give your film a name.
- Play the video without its sound and voice the characters.
- Whose voice interpretation is the most amusing?

## Unit 8. Did you know that...

**1. Look at the picture. Guess the answers to the questions below.**

1. What flower is it?  
a) rose; b) gardenia; c) jasmine.
2. What does it symbolise?  
a) loyalty; b) romantic love; c) secret love.



**2. Read about a special language used for communication. Check your predictions in ex. 1 and answer the questions after the article.**

### Sending secret messages

Did you know that you can send messages with flowers? Say you're in love with someone and too shy to express your feelings. What do you do? Easy! You should send a bouquet of gardenias to that person, which will tell your love interest about your true feelings.

The idea that flowers can convey different feelings and emotions is not new and dates back to Ancient Egypt, China, Rome and Greece. You can find iris blossom as the symbol of power on the forehead of the Sphinx of Giza. The language of flowers has been recognised for centuries in many countries throughout Europe and Asia. Using flowers for secretly communicating your thoughts might have started in the

Ottoman Empire, with the arrival of the tulip mania. The prices for tulip bulbs imported from Holland reached exorbitant levels, so tulips were considered to be the symbols of *power and wealth* and were worn by sultans. Also, the harem women used flowers to communicate without their guards' knowledge.

Shakespeare used flower symbolism in his plays and sonnets. In Hamlet, when Ophelia goes mad, she hands out various flowers to the different people in her life. She doesn't give daisies to anyone though, and lays them on the ground instead, showing that the Danish Kingdom had lost its innocence.

By the Victorian era, England and America had fallen in love with the language of flowers or floriography. People were sending each other flowers as messages of *love and affection*. Between 1837 and 1901 there was the peak of popularity for sending secret messages via coded flower arrangements. In 1884, a dictionary was published, called *The language of flowers* which contained definitions for each flower. Flowers were used to deliver cryptic messages that couldn't be spoken aloud.

Some of the hidden meanings came from the names of the flowers and plants, like narcissus – the symbol of egotism (selfishness). Other meanings came from the flowers and plants themselves: their colours, medical properties and even their appearance. Cabbage looks like cash and was meant to symbolise *wealth and money*. Walnut used to represent intellect as it looks like brain.

The colour of flowers was significant, too. Pink carnations meant "I'll never forget you", red ones said "My heart aches for you", white ones were used for "the sweet and lovely" and yellow carnations meant "I don't love you any more".

After the death of Queen Victoria and the beginning of World War I Europe moved into a new era. Men left for war, women went to work, millions died, and gone was *the safety* of the future and *the sentimentality* of the language of the flowers.

These days, people ask to exchange numbers if they like someone rather than send a bouquet of flowers. However, the language of flowers can be used not only for romantic relationships. Flowers can be gifted to friends and coworkers, given as condolences or used to express *a certain dislike*. The meanings of flowers have changed, and, communicating with a friend, you can convey your adoration with dwarf sunflowers,

your friendship with a coral rose and your distrust with lavender. Say it with the flowers!

**3. a. Find the names of the flowers in the photos in the article.**



**b. Find all the words in the article that express the idea of meanings or messages that could not be spoken aloud. The first letters of the words have been given.**

c \_ \_ \_ \_ ; c \_ \_ \_ \_ \_ ; h \_ \_ \_ \_ \_ ; s \_ \_ \_ \_ \_

**c. Explain the use of articles with the words in italics.**

**4. a. Discuss with a partner:**

Can you remember any examples of flower symbolism?

Have you ever used flowers to convey a certain message?

Would you consider using flowers to convey a coded message in the future?

**b.  Learn more about the secret language of flowers.**



Список заимствованных иллюстраций, размещенных в учебном пособии для использования в образовательном процессе / Спіс запозычаних ілюстрацій, размешчаних у вучэбным дапаможніку для выкарыстання ў адукацыйным працэсе



# VOCABULARY

## UNIT 5

- balmy** ['bɑ:mi] (*adj.*) – приятный / приемны
- blizzard** ['blɪzə(r)d] (*n.*) – буря со снегом / бура са снегам
- breeze** [bri:z] (*n.*) – бриз / брыз
- calm** [kɑ:m] (*adj.*) – спокойный, тихий / спакойны, ціхі
- casualty** ['kæʒuəlti] (*n.*) – потери, пострадавшие / страты, пацярпелыя
- cause** [kɔ:z] (*n., v.*) – причина; быть причиной, причинять / прычына; быць прычынай, прычыняць
- chilly** ['tʃɪli] (*adj.*) – зябкий, прохладный / зябкі, халаднаваты
- come to a halt** [hɔ:lt] (*n.*) – приостановиться / прыпыніцца
- crash** [kræʃ] (*n.*) – авария / аварыя
- crisp** [krisp] (*adj.*) – хрустящий / хрустки
- damage** ['dæmɪdʒ] (*n., v.*) – ущерб / шкода
- damp** [dæmp] (*adj.*) – сырой / сыры
- death toll** [deθ təʊl] (*n.*) – число жертв / колькасць ахвяр
- devastating** ['devə,steɪtɪŋ] (*adj.*) – опустошающий, разоряющий / спусташальны, разбуральны
- disaster** [dɪ'zɑ:stə(r)] (*n.*) – катастрофа, катаклизм / катастрофа, катаклізм
- donate** [dəʊ'neɪt] (*v.*) – жертвовать / ахвяраваць
- downpour** ['daʊn,pɔ:(r)] (*n.*) – проливной дождь / праліўны дождж
- drizzling** ['drɪz(ə)lɪŋ] (*adj.*) – морозящий / які імгліць
- drought** [draʊt] (*n.*) – засуха / засуха
- earthquake** ['z:(r)θ,kweɪk] (*n.*) – землетрясение / землятрэс
- emergency aid** [ɪ'mɜ:(r)dʒ(ə)nsɪ eɪd] (*n.*) – экстренная помощь / экстранная дапамога
- famine** ['fæmɪn] (*n.*) – голод / голад
- flood** [flʌd] (*n.*) – наводнение, потоп / паводка, патап
- foggy** ['fɒgi] (*adj.*) – туманный / туманны
- frosty** ['frɒsti] (*adj.*) – морозный / марозны
- gale** [geɪl] (*n.*) – штормовой ветер / штармавы вецер
- gust of wind** [gʌst əv wɪnd] (*n.*) – порыв ветра / парыў ветру
- hailstorm** ['heɪl,stɔ:(r)m] (*n.*) – гроза с градом / навальніца з градам

**harsh** [hɑ:(r)ʃ] (*adj.*) – суровый, жесткий / суровы, жорстки  
**heat** [hi:t] (*n.*) – жара / спякота  
**heatwave** [ˈhi:t,wɛv] (*n.*) – волна / период сильной жары / хва-  
 ля / перыяд моцнай спякоты  
**humid** [ˈhju:mɪd] (*adj.*) – влажный / вільготны  
**humidity** [hju:ˈmɪdəti] (*n.*) – влажность / вільготнасць  
**hurricane** [ˈhʌrɪkən] (*n.*) – ураган / ураган  
**icicle** [ˈaɪsɪk(ə)l] (*n.*) – сосулька / лядзяш  
**lack of** [læk əv] – нехватка чего-то / недахоп чаго-небудзь  
**landslide** [ˈlænd(ɪ)slaɪd] (*n.*) – оползень / апоўзень  
**misty** [ˈmɪsti] (*adj.*) – туманный / туманны  
**nuclear** [ˈnju:kliə(r)] (*adj.*) – ядерный, атомный / ядзерны,  
 атамны  
**overcast** [ˈəʊvə(r)kɑ:st] (*adj.*) – сплошная облачность / суцэльская  
 воблачнасць  
**scorcher** [ˈskɔ:(r)tʃə(r)] (*n.*) – зной, жарыца / спёка, гарачыня  
**severe** [sɪˈvɪə(r)] (*adj.*) – сильный, суровый / моцны, суровы  
**shipwreck** [ˈʃɪp,rek] (*n.*) – кораблекрушение / караблекрушэньне  
**shortage** [ˈʃɔ:(r)tɪdʒ] (*n.*) – нехватка чего-либо / недахоп чаго-  
 небудзь  
**shower** [ˈʃaʊə(r)] (*n.*) – кратковременный дождь / кароткача-  
 совы дождж  
**sleet** [sli:t] (*n.*) – снег с дождем / снег з дажджом  
**slush** [slʌʃ] (*n.*) – хлюпота, талый снег / золь, талы снег  
**snowdrift** [ˈsnəʊ,drɪft] (*n.*) – сугроб / гурба  
**snowflake** [ˈsnəʊ,flɛɪk] (*n.*) – снежинка / сняжынка  
**state of emergency** [steɪt əv ɪˈmɜ:(r)dʒ(ə)nəsi] (*n.*) – чрезвычайное  
 положение / надзвычайнае становішча  
**stifling** [ˈstaɪf(ə)lɪŋ] (*adj.*) – душный / душны  
**suffer from** [ˈsʌfə(r)] страдать от чего-то / пакутаваць ад чаго-  
 небудзь  
**sunshine** [ˈsʌn,ʃaɪn] (*n.*) – солнечный свет / сонечнае святло  
**tornado** [tɔ:(r)ˈneɪdəʊ] (*n.*) – торнадо / тарнада  
**torrential rain** [təˈrenʃəl reɪn] (*n.*) – проливной дождь, тропи-  
 ческий дождь / праліўны дождж, трапічны дождж  
**tsunami** [tsu:ˈnɑ:mi] (*n.*) – цунами / цунамі  
**volcanic eruption** [vɒlˈkænɪk ɪˈɡrʌʃ(ə)n.] (*n.*) – извержение вул-  
 кана / вывяржэньне вулкана  
**volcano** [vɒlˈkæməʊ] (*n.*) – вулкан / вулкан

**warn** [wɔ:n] (*v.*) – предупредить / папярэдзіць  
**waterproof** ['wɔ:tə(r),pru:f] (*adj.*) – непромокаемый / непрмакальны  
**weather** ['weðə(r)] (*v.*) – выдержать, вынести / вытрымаць, вынесці  
**weather forecast** ['weðə 'fɔ:(r)kɑ:st] (*n.*) – прогноз погоды / прагноз надвор'я  
**weather sensitive** ['weðə 'sensitiv] (*adj.*) – метеочувствительный / метэаадчувальны  
**wellington boots** ['welɪŋtən bu:ts] (*n.*) – резиновые сапоги / гумовыя боты  
**whether** ['weðə(r)] (*conj.*) – будь то / будьз гэта  
**wildfire** ['waɪldfaɪə] (*n.*) – лесной пожар / лясны пажар

## UNIT 6

**catch on** [ˌkætʃ'ɒn] (*phr. v.*) – привиться, становится модным / прышчапіцца, станавіцца модным  
**craze** [kreɪz] (*n.*) – повальное увлечение / павальнае захапленне  
**discourage** [dɪs'kʌrɪdʒ] (*v.*) – обескуражить, отбивать охоту; отговорить, помешать / збянтэжыць, адбіваць жаданне; адгаварыць, перашкодзіць  
**eager** ['i:ɡə(r)] (*adj.*) – страстно стремящийся, нетерпеливый / які гораца імкнецца, нецярплівы  
**enthusiast** [ɪn'θju:ziæst] (*n.*) – энтузиаст / энтузіяст  
**fundraising** ['fʌnd'reɪzɪŋ] (*n.*) – сбор средств / збор сродкаў  
**get smb into smth** (*phr. v.*) увлечь кого-то чем-то / захапіць каго-небудзь чым-небудзь  
**guidance** ['ɡaɪd(ə)ns] (*n.*) – руководство / кіраўніцтва  
**hang out (with)** [ˌhæŋ'aʊt] (*phr. v.*) – общаться с, тусоваться с, встречаться с, погулять с / мець зносіны з, тусавацца з, сустракацца з, пагуляць з  
**hobbyist** ['hɒbiɪst] (*n.*) – любитель / аматар  
**housewarming** ['haʊswɔ:mɪŋ] (*n.*) – новоселье / напаселле  
**indulge** [ɪn'dʌldʒ] (*v.*) – позволять себе, дать волю, предаваться удовольствиям / дазваляць сабе, даць волю, аддавацца задавальненням  
**leisure** ['leɪzə] (*n.*) – досуг, свободное время / вольны час  
**leisurely** ['leɪzəli] (*adj.*) – неторопливый, спокойный / марудлівы, спакойны

**make the most of** (*phr. v.*) максимально использовать, извлечь  
максимальную пользу / максiмaльнa выкарыстоўваць,  
атрымаць максiмaльнyю карысць

**memorabilia** [ˌmem(ə)rəˈbɪliə] (*n.*) – памятные вещи / памятнаыя  
рэчы

**odd** [ɒd] (*adj.*) – странный / дзіўны

**outdoorsy** [ˌaʊtˈdɔː(r)zi] (*adj.*) – любящий проводить время на  
свежем воздухе / які любiць бавiць час на свежым паветры

**passionate** [ˈpæsʃənət] (*adj.*) – страстный, пылкий / заўзяты,  
палкі

**pastime** [ˈpɑːsˌtaɪm] (*n.*) – времяпровождение, занятие /  
баўленне часу, занятак

**relieve** [rɪˈliːv] (*v.*) – облегчать, ослаблять / палягчаць, аслаб-  
ляць

**recreation** [ˌrekriˈeɪʃən] (*n.*) – развлечение, отдых / забава, ад-  
пачынак

**recreational** [ˌrekriˈeɪʃ(ə)n(ə)l] (*adj.*) – развлекательный /  
забаўляльны

**rewarding** [rɪˈwɔː(r)dɪŋ] (*adj.*) – стоящий, полезный, принося-  
щий удовлетворение, благодарный / варты, карысны, які  
прыносіць задавальненне, удзячны

**skilful** [ˈskɪlfʊl] (*adj.*) – искусный, умелый, мастерский /  
майстэрскі, умелы

**stress relief** [ˈstres rɪˈliːf] (*phr. n.*) – снятие стресса / зняцце стрэсу

**technical** [ˈteknɪk(ə)l] (*adj.*) – технический / тэхнічны

**thorough** [ˈθɒrə] (*adj.*) – основательный, тщательный / грун-  
тоўны, старанны

**throw a party** [θrəʊ] (*phr. v.*) – устроить вечеринку / зладзiць  
вечарынку

## UNIT 7

**aisle** [aɪl] (*n.*) – проход между рядами / праход памiж радамi

**application** [ˌæplɪˈkeɪʃ(ə)n] (*n.*) – приложение / дадатак

**auditorium** [ˌɔːdɪˈtɔːrɪəm] (*n.*) – зрительный зал / глядзельная  
зала

**be caught up in** [bi kɔːt ʌp ɪn] (*phr. v.*) – быть втянутым во что-  
либо / быць уцягнутым у што-небудзь

**box** (*n.*) – ложа / ложа

**break out** [breɪk aʊt] (*phr. v.*) – сбегать / уцякаць

**crush** [krʌʃ] (*n.*) – сильное увлечение / мощное захватывающее  
**curtain** [ˈkɜ:t(ə)n] (*n.*) – занавес / заслона  
**dress circle** [ˈdres ˈsɜ:kl ] (*n.*) – бельэтаж / бельэтаж  
**entertainment** [ˌentəˈteɪnmənt] (*n.*) – развлечение / забава  
**escape** [ɪˈskeɪp] (*v.*) – сбежать, побег / уцякаць, уцёкі  
**fabulous** [ˈfæbjələs] (*adj.*) – потрясающий / захватывающий  
**fascination** [ˌfæsɪˈneɪʃ(ə)n] (*n.*) – увлечение, интерес / захватывающее, интарэс  
**gallery** [ˈgæləri] (*n.*) – верхний ярус в театре с дешёвыми местами / верхній ярус у тэатры з таннымі месцамі  
**give out** (*phr. v.*) раздавать / раздаваць  
**hire** [haɪə] (*v.*) – нанимать, брать напрокат / наймаць, браць напракат  
**incredible** [ɪnˈkredɪbl] (*adj.*) – невероятный / неверагодны  
**inspire** [ɪnˈspaɪə] (*v.*) – вдохновлять / натхняць  
**look forward to** (*phr. v.*) ждать с нетерпением / чакаць з нецярпеннем  
**major** [ˈmeɪdʒə] (*adj.*) – важный / важны  
**multiplex** [ˈmʌltɪpleks] (*n.*) – кинотеатр с несколькими залами / кінатэатр з некалькімі заламі  
**newbie** [ˈnju:bi] (*n.*) – новичок / навічок  
**orchestra pit** [ˈɔ:kɪstrə pɪt] (*n.*) – оркестровая яма / аркестравая яма  
**outstanding** [ˌaʊtˈstændɪŋ] (*adj.*) – выдающийся / выбітны  
**performance** [prəˈfɔ:məns] (*n.*) – представление / прадстаўленне  
**pick up** (*phr. v.*) получить (напр. знания) / атрымаць (напр. веды)  
**sets** (*n.*) декорации / дэкарацыі  
**sleeper** [ˈsli:pəvə(r)] (*n.*) – вечеринка с ночевкой / вечарынка з начоўкай  
**spectacle** [ˈspektəkl] (*n.*) – зрелище / відовішча  
**spectacular** [spekˈtækjələ(r)] (*adj.*) – зрелищный / відовішчны  
**spotlight** [ˈspɒtlaɪt] (*n.*) – прожектор / пражэктар  
**stage** [steɪdʒ] (*n.*) – сцена / сцэна  
**stalls** [stɔ:lz] (*n.*) – партер / партэр  
**stone's throw** (*phr.*) – небольшое расстояние / невялікая адлегласць  
**stunning** [ˈstʌnɪŋ] (*adj.*) – сногсшибательный / ашаламляльны  
**take revenge for** [teɪk rɪˈvendʒ] (*phr. v.*) – отомстить / адпомсціць

**terrific** [tə'rifɪk] (*adj.*) – прекрасный, замечательный / выдатны  
**trickster** ['trɪkstə] (*n.*) – обманщик / ашуканец  
**try out** (*phr. v.*) – испытать, опробовать / выпрабаваць, апрабаваць  
**venue** ['venju:] (*n.*) – место проведения мероприятия / месца правядзення мерапрыемства  
**weird** [wiəd] (*adj.*) – странный / дзіўны  
**wings** [wɪŋz] (*n.*) – кулисы / кулісы

## UNIT 8

**addict** ['ædɪkt] (*n.*) – заядлый любитель чего-л. / заўзяты аматар чаго-небудзь  
**addicted** [ə'dɪktɪd] (*adj.*) – склонный (часто к дурному) / схільны (часта да дрэннага)  
**addiction** [ə'dɪkʃ(ə)n] (*n.*) – пагубная привычка / згубная звычка  
**affect** [ə'fekt] (*v.*) – а) подвергать физическому воздействию, давлению; б) приносить вред, наносить ущерб / а) падвяргаць фізічнаму ўздзеянню, ціску; б) прыносіць шкоду, наносіць шкоду  
**aggression-promoting** [ə'greʃ(ə)n prə'məʊt ɪŋ] (*adj.*) – вызывающий агрессию / які выклікае агрэсію  
**barrier** ['bæriə] (*n.*) – барьер, препятствие / бар'ер, перашкода  
**channel** ['tʃænl] (*n.*) – канал / канал  
**communicate** [kə'mju:nikeɪt] (*v.*) – общаться / мець зносіны  
**communication** [kə,mju:nɪ'keɪʃ(ə)n] (*n.*) – 1) а) информация (передаваемая в процессе общения); б) процесс передачи информации; в) сообщение (переданное в устной или письменной форме); 2) а) коммуникация; связь; средство сообщения (железная дорога, телеграф, телефон и т.п.); 3) а) общение; знакомства, контакты, связи; б) средство общения / 1) а) інфармацыя (якая перадаецца ў працэсе зносін); б) працэс перадачы інфармацыі; в) паведамленне (перададзенае ў вуснай або пісьмовай форме); 2) а) камунікацыя; сувязь; сродак паведамлення (чыгунка, тэлеграф, тэлефон і г.д.); 3) а) зносіны; знаёмствы, кантакты, сувязі; б) сродак зносін  
**contradiction** [kɒntrə'dɪkʃ(ə)n] (*n.*) – противоречие / супярэчнасць  
**device** [dɪ'vaɪs] (*n.*) – устройство, приспособление / прыстасаванне

**drift apart** [drift ə'pɑ:t] (*v.*) – разойтись / разысціся

**drop out** [drɒp aʊt] (*v.*) – выбыть / выбыць

**fad** [fæd] (*n.*) – прихоть, причуда / капрыз, дзівацтва

**gadget** ['gædʒɪt] (*n.*) – приспособление, принадлежность / пры-  
стасаванне, прыналежнасць

**gesture** ['dʒestʃə] (*n.*) – жест / жэст

**immature** [ɪmə'tʃʊə] (*adj.*) – незрелый / нясталы

**mass media** [mæs 'mi:diə] (*phr. n.*) – средства массовой комму-  
никации / сродкі масавай камунікацыі

**means** (*n.*) (plural: means) [mi:nz] – средство / сродак

**medium** (*n.*); plural: media or mediums) ['mi:diəm] – средство,  
посредник, медиум / сродак, пасярэднік, медыум

**network** ['netwɜ:k] (*n.*) – сеть / сетка

**peer** [piə] (*n.*) – равный, ровня, ровесник / роўны, раўня, ад-  
нагодак

**portable** ['pɔ:təb(ə)l] (*adj.*) – переносной / пераносны

**quality** ['kwɒləti] (*n.*) – качество / якасць

**receive** [ri'si:v] (*v.*) – получать / атрымліваць

**remote** [ri'məʊt] (*adj.*) – удаленный / аддалены

**remote** [ri'məʊt] (*n.*) – пульт (от телевизора, например) / пульт  
(ад тэлевізара, напрыклад)

**replace** [ri'pleis] (*v.*) – а) помещать, возвращать обратно (на  
место); б) отдавать обратно, возвращать; 2) восстанавли-  
вать; 3) а) заменять, замещать (by, with – чем/кем-л.);  
подставлять; б) вытеснять; занимать чье-л. место /  
а) змяшчаць, вяртаць назад (на месца); б) аддаваць на-  
зад, вяртаць; 2) аднаўляць; 3) а) замяняць, замяшчаць  
(by, with – чым-/кім-небудзь); падстаўляць; б) выцяс-  
няць; займаць чыё-небудзь месца

**right** [raɪt] (*n.*) – право / права

**sign language** (n phr) [saɪn 'læŋgwɪdʒ] язык жестов / мова  
жэстаў

**source** [sɔ:s] (*n.*) – источник / крыніца

**successful** [sək'sesfəl] (*adj.*) – успешный / паспяховы

**technology** [tek'nɒlədʒi] (*n.*) – технология / тэхналогія

**violence** ['vaɪələns] (*n.*) – насилие / гвалт

**wire** [waɪə] (*n.*) – провод / провад

**within reasonable limits** (*phr.*) ['ri:zənəbəl] – в разумных преде-  
лах / у разумных межах

## UNIT 9

- academy** [ə'kædəmi] (*n.*) – академия (высшее учебное заведение) / акадэмія (вышэйшая навучальная ўстанова)
- accomplish** [ə'kʌmplɪʃ] (*v.*) – добиться, осуществить / дабіцца, ажыццявіць
- acquire** [ə'kwɪə] (*v.*) – приобретать, получать / набываць, атрымліваць
- advanced** [əd'vɑːnst] (*adj.*) – углубленный (об изучении), продвинутый, на продвинутом уровне; передовой / паглыблены (аб вывучэнні), прасунуты, на прасунутым узроўні; перадавы
- affect** [ə'fekt] (*v.*) – оказывать влияние, влиять; волновать, трогать / аказваць уплыў, уплываць; хваляваць, крапаць
- appreciate** [ə'priːʃieɪt] (*v.*) – быть признательным; ценить, оценивать по достоинству / быць удзячным; шанаваць, ацэньваць па заслугах
- appropriate** [ə'prəʊpriət] (*adj.*) – подходящий, соответствующий, уместный / прыдатны, адпаведны, дарэчны
- attend** [ə'tend] (*v.*) – посещать / наведваць
- anxious** ['æŋkʃəs] (*adj.*) – беспокоенный, встревоженный / занепакоены, устрывожаны
- anxiety** [æŋ'zaɪəti] (*n.*) – тревога, беспокойство / трывога, неспакой
- be acquainted with** [ə'kweɪntɪd] быть знакомым с кем-/чем-л., знать / быць знаёмым з кім-/чым-небудзь, ведаць
- be in tune with** [tjuːn] быть в ладу, в гармонии с чем-/кем-л.; соответствовать / быць у ладзе, у гармоніі з чым-/кім-небудзь; адпавядаць
- beforehand** [bɪ'fɔːhænd] (*adv.*) – заранее, заблаговременно / загадзя
- build up** [bɪld ʌp] (*v.*) – укреплять, накапливать / умацоўваць, назапашваць
- career path** [kə'riə paːθ] – профессиональный путь, развитие карьеры / прафесійны шлях, развіццё кар'еры
- challenge** ['tʃæləndʒ] (*v.*) – сложная задача, проблема; вызов (на соревнование) / складаная задача, праблема; выклік (на спаборніцтва)



- cheat** [tʃi:t] (v.) – мошенничать, обманывать; пользоваться шпаргалками, подсказками / махляваць, ашукваць; карыстацца шпаргалкамі, падказкамі
- come across** [kʌm ə'krʌs] (v.) – (случайно) встретить, натолкнуться / (выпадкова) сустрэць, натыкнуцца
- comprehension** [ˌkɒmprɪ'henʃ(ə)n] (n.) – понимание / разуменне
- confusion** [kən'fju:ʒ(ə)n] (n.) – замешательство, смущение / збянтэжанасць
- consist of** [kən'sɪst əv] (v.) – состоять, быть составленным из (чего- / кого-л.) / складацца, быць складзеным з (чаго-/каго-небудзь)
- cope with** [kɒp] (v.) – справиться, справляться / справіцца, спраўляцца
- cram** [kræm] (v.) – *разг.* зубрить / *разм.* зубрыць
- create** [kri'eɪt] (v.) – создавать, творить / ствараць, тварыць
- develop** [dɪ'veləp] (v.) – создавать; развивать, совершенствовать / ствараць; развіваць, удасканальваць
- disadvantage** [ˌdɪsəd'vɑ:ntɪdʒ] (n.) – недостаток / недахоп
- (get) distracted** [dɪ'stræktɪd] – отвлекаться / адцягваць увагу
- donation** [də(ʊ)'neɪʃ(ə)n] (n.) – дар, пожертвование / дар, ахвяраванне
- effort** [ɪ'efət] (n.) – усилие, напряжение; попытка / намаганне, напружанне; спроба
- empathy** [ɪ'mpəθi] (n.) – сочувствие, сопереживание / спачуванне, суперажыванне
- emphasise** [ɪ'mfəsaɪz] (v.) – подчеркивать, придавать особое значение / падкрэсліваць, надаваць асаблівае значэнне
- enable** [ɪ'neɪb(ə)] (v.) – давать возможность или право, делать возможным / даваць магчымасць ці права, рабіць магчымым
- experience** [ɪk'spɪəriəns] (v.) – испытывать, узнавать по опыту; переживать опыт / зведаць, пазнаваць па вопыце; перажываць вопыт
- facilitate** [fə'sɪlɪteɪt] (v.) – облегчать, способствовать / палягчаць, спрыяць
- fascinated** [ˌfæsɪneɪtɪd] (adj.) – восхищенный, очарованный / захоплены, зачараваны
- feedback** [ˌfi:dbæk] (n.) – обратная связь, ответ, реакция / зваротная сувязь, адказ, рэакцыя

**free** [fri:] (*adj.*) – бесплатный / бясплатны

**gain** [gem] (*v.*) – приобретать, добывать / набываць, здабываць

**generate** ['dʒenəreɪt] (*v.*) – производить, генерировать / вырабляць, генерыраваць

**gymnasium** [dʒɪm'neɪziəm] (*n.*) – гимнастический зал; гимназия / гімнастычная зала; гімназія

**highlight** ['haɪlaɪt] (*v.*) – подчеркивать, выделять; отмечать слова в тексте маркером / падкрэсліваць, вылучаць; адзначаць словы ў тэксце маркерам

**improve** [ɪm'pru:v] (*v.*) – улучшать(ся), совершенствовать(ся) / паляпшаць(цца), удасканальваць(цца)

**investigation** [ɪn'vestɪ'geɪʃ(ə)n] (*n.*) – исследование / даследаванне

**intelligence** [ɪn'telədʒəns] (*n.*) – ум, интеллект, умственные способности / розум, інтэлект, разумовыя здольнасці

**interruption** [ɪntə'rʌpʃ(ə)n] (*n.*) – исследование, заминка / даследаванне, затрымка

**keep / take / make notes** [nəʊts] (*n.*) – делать записи / рабіць нататкі

**loathe** [ləʊð] (*v.*) – чувствовать отвращение; не выносить; ненавидеть / адчуваць агіду; не выносіць; ненавідзець

**manage** ['mænɪdʒ] (*v.*) – справляться; суметь (сделать) / спраўляцца; здолець (зрабіць)

**mature** [mə'tʃʊə] (*adj.*) – зрелый / стали

**mental** ['mentl] (*adj.*) – мысленный, производимый в уме / разумовы, які нараджаецца ў розуме

**motivate** ['məʊtɪveɪt] (*v.*) – побуждать, мотивировать / заахвочваць, матываваць

**non-profit** [nɒn 'prɒfɪt] (*adj.*) – некоммерческий, не предназначенный для получения прибыли / некамерцыйны, не прызначаны для атрымання прыбытку

**obstacle** ['ɒbstəkəl] (*n.*) – препятствие, помеха / перашкода

**overcome** [əʊvə'kʌm] (*v.*) – превозмочь, преодолеть / перамагчы, пераадолець

**passion for** ['pæʃ(ə)n fə] (*n.*) – энтузиазм / энтузіязм

**pattern** ['pæt(ə)n] (*n.*) – образец, модель; узор, рисунок (на ткани) / узор, мадэль; малюнак (на тканіне)

**performance** [pə'fɔ:məns] (*n.*) – исполнение, выполнение (заданий) / выкананне (заданняў)

**philosophy** [fə'ləsəfi] (*n.*) – философия / філософія  
**possess** [pə'zes] (*v.*) – обладать, иметь / валодаць, мець  
**preserve** [prɪ'zɜ:v] (*v.*) – сохранять, сберегать / захоўваць, зберагаць  
**process** ['prəuses] (*v.*) – перерабатывать; обрабатывать (информацию) / перапрацоўваць; апрацоўваць (інфармацыю)  
**provide** [prə'vaɪd] (*v.*) – снабжать, обеспечивать / забяспечваць  
**reason** ['ri:z(ə)n] (*n.*) – разум, рассудок, ум, интеллект / розум, інтэлект  
**reasoning** ['ri:zənɪŋ] (*n.*) – рассуждение, умозаключение; доказательство / разважанне, выснова; доказа  
**refresh** [rɪ'freʃ] (*v.*) – обновлять; повторять, освежать в памяти / абнаўляць; паўтараць, асвятляць у памяці  
**remind** [rɪ'maɪnd] (*of*) (*v.*) – напоминать / нагадваць  
**remote** [rɪ'məʊt] (*adj.*) – удаленный / аддалены  
**require** [rɪ'kwaɪə] (*v.*) – нуждаться, требовать / мець патрэбу, патрабаваць  
**research** [rɪ'sɜ:tʃ] (*n.*) – (научное) исследование, изучение / (навуковае) даследаванне, вывучэнне  
**review** [rɪ'vju:] (*v.*) – просматривать; повторять пройденный материал / праглядаць; паўтараць пройдзены матэрыял  
**revise** [rɪ'vaɪz] (*v.*) – перечитывать, повторять (перед экзаменом); проверять / перачытваць, паўтараць (перад экзаменам); правяраць  
**schedule** ['ʃedju:l / 'skedju:l] (*n.*) – расписание; график, план / расклад; графік, план  
**self-aware** [self ə'weə] (*adj.*) – знающий себя, свой характер / які ведае сябе, свой характар  
**set up** [set ʌp] (*v.*) – создавать, основывать, открывать / ствараць, засноўваць, адчыняць  
**skill** [skɪl] (*n.*) – навык, умение, практический опыт / навык, уменне, практычны вопыт  
**sort out** [sɔ:t aʊt] (*v.*) – решать (проблему) / вырашаць (проблему)  
**spread** [spred] (*v.*) – распространять(ся) / распаўсюджваць(ца)  
**store** [stɔ:] (*v.*) – хранить, сохранять / захоўваць  
**summarise** ['sʌməraɪz] (*v.*) – суммировать, подводить итог / падсумоўваць, падводзіць вынік

**tutor** ['tju:tə] (*v.*) – обучать, руководить, наставлять; давать частные уроки; (*n.*) преподаватель, наставник, репетитор / навучаць, кіраваць, накіроўваць; даваць прыватныя ўрокі; (*n.*) выкладчык, настаўнік, рэпетытар

**treat** [tri:t] (*v.*) – относиться к кому-/чему-л.; **treat** smb to угощать / ставіцца да каго-/чаго-небудзь; **treat** smb to частаваць

**unbearable** [ʌn'beərəb(ə)l] (*adj.*) – невыносимый / невыносны

Учебное издание

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20 /			
20 /			
20 /			
20 /			

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