

STUDENT'S BOOK

# NEW MILLENNIUM ENGLISH

UNIT 1

UNIT 2

UNIT 3

UNIT 4

UNIT 5

UNIT 6

UNIT 7

UNIT 8

UNIT 9

UNIT 10

EXTENSIVE READING



8

# АНГЛИЙСКИЙ ЯЗЫК

## АНГЛИЙСКИЙ ЯЗЫК НОВОГО ТЫСЯЧЕЛЕТИЯ

STUDENT'S BOOK

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# NEW MILLENNIUM ENGLISH



Учебник для 8 класса  
общеобразовательных учреждений

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Российской Федерации к использованию в образовательном  
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*С любовью и благодарностью к нашим семьям  
за их бесконечное терпение, понимание и поддержку.  
С глубокой признательностью к коллегам и учащимся  
учебных заведений, в которых мы работаем.*

*Авторы*

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Учебник "Английский язык нового тысячелетия" для 8-го класса соответствует требованиям федерального государственного образовательного стандарта и реализует программу обучения по иностранному языку для общеобразовательных учреждений.

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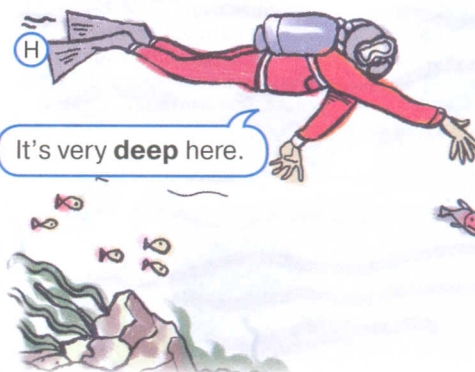
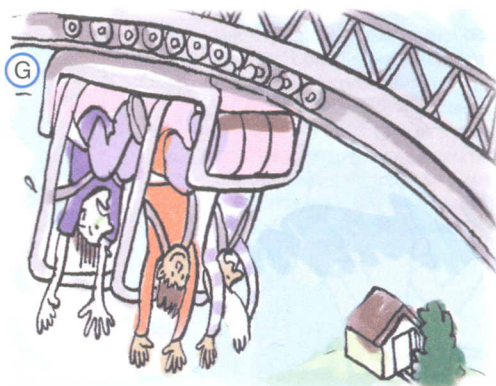


## Lesson 1 Holiday time

### Vocabulary

1a Look at the pictures and match them with the activities the teenagers are doing.



- |                     |                                |                         |
|---------------------|--------------------------------|-------------------------|
| 1 ride a scooter    | 4 watch a show at a water park | 7 go scuba diving       |
| 2 go rollerskating  | 5 go on an activity holiday    | 8 go on roller coasters |
| 3 do jigsaw puzzles | 6 sunbathe                     | 9 go camping            |



1b In pairs answer the questions.

- 1 Have you ever done any of these activities?
- 2 Which of them are new to you?
- 3 Which of them would you like to try?

## Listening

- 2a  Listen and tick what activities from Ex. 1 the British teenagers did on holiday.
- 2b  Listen again and say what Rebecca and George liked or didn't like about their holiday.
- 2c Say what you liked or didn't like about your summer holidays.

**Example:** *I liked having a lot of free time. I went camping last summer but I didn't like it because of the mosquitoes.*

## Language work

- 3a Read what Rebecca said and answer the questions.



I went on an activity holiday in England. Can you imagine someone ringing a bell loudly at seven in the morning to wake you up? It was such a loud bell that we couldn't fall asleep again...

- 1 What was the bell like?
- 2 How did it ring?
- 3 Which word is used to describe how the bell rang? Is it an adjective or an adverb?
- 4 What is the difference in the form of the adverb and adjective?

- 3b Use the *Grammar reference* (p. 164) to answer these questions.

- 1 Do adverbs describe nouns or verbs?
- 2 How are adverbs usually formed?
- 3 Which adverbs have the same form as adjectives?
- 4 Which adverb is completely different from adjectives?

- 3c Look at the pictures in Ex. 1a and answer the questions.

- 1 How is the dolphin jumping?
- 2 How is the girl sunbathing?
- 3 How is the boy running?
- 4 How far has the man dived in the sea?

### LOOK

**Adjective + ly = adverb**

slow — slowly

heavy — heavily

simple — simply

**3d How do you do different activities?**

- Choose a word from the box to answer your partner's questions.

**Example:** How do you usually do jigsaw puzzles? — Quickly.

- 1 How / do jigsaw puzzles?
- 2 How / play football / basketball / table tennis?
- 3 How / ride a bike?
- 4 How / shout when you win a match?
- 5 How / do things on holiday?
- 6 How / smile on the first day at school?

quickly badly slowly fast carefully  
well loudly quietly sadly happily  
lazily gracefully

**3e Play Guess Who Wrote It.**

- Follow the instructions.

- 1 Write two sentences on a slip of paper about your holiday and the activities you did last summer.
- 2 Fold your paper over and put it in the box.
- 3 Take a paper out of the box, read it aloud and guess who wrote it.

**Example:**

Pupil A: I had a boring holiday. I had to work hard in the garden every day.

Pupil B: It's...

Pupil B: I had an exciting holiday. I went scuba diving for the first time and did it very well.

Pupil C: ...

**Writing**

**4 Take part in the internet competition  
The best summer story.**

- Write about:
  - 1 where you went
  - 2 what you did there
  - 3 how you did things / activities
  - 4 what was interesting
  - 5 what was special

**Example:**



My first school trip

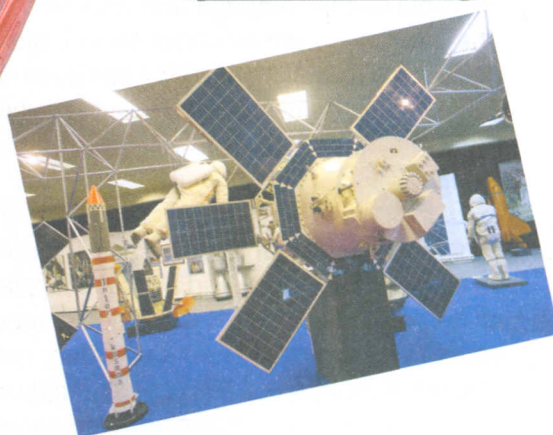
We went to the Yorkshire Dales last summer. It was one of those activity places where you get a certificate for climbing a mountain. Every night the teachers heard us play-fighting loudly in our room and we pretended to be asleep quietly when they came to shut us up.

- Start writing in class and finish at home.

## Lesson 2 Teenagers and technologies

### Warm-up

- 1a Write a list of 3–4 important inventions of the last 100 years.
- 1b In pairs compare your lists and choose the most important invention. Explain your choice. What invention do you use most often? Why?



### Reading

- 2a Look at the pictures and say what the teenagers are doing.





**2b Read the texts and match them with the titles. There is one extra title.**

- 1 Modern technologies and changing lifestyles.
- 2 Possibilities and dangers of the internet.
- 3 Technologies help teenagers to study at school.
- 4 Computers make people dependent on them.

A

Recent surveys show that many teenagers consider computers the most important invention of the 20th century. The popularity of the television is falling while the popularity of computers is rising among teenagers throughout the world. Other popular inventions are such things as cell phones and personal digital assistants. They are far more important to teens than to their parents. Actually, the surveys results reflect the changing lifestyle. Today's teenagers use different services available on the computer and the internet. They send messages instead of using the telephone. They listen to music on computer — it often produces better sound than traditional radio or stereo. Watching a movie on television has been replaced with playing a DVD on the computer. Teens even do their homework and school projects on the computer.

B

Everyone talks about video games and how popular they are, and some young people spend a lot of time playing them. Almost a third of 13-year-olds in the UK play video games every day. Seven per cent of them spend 30 hours a week or more giving their thumbs a workout on video games. Young people who play for more than 30 hours a week are becoming video game addicts. They are **addicted to** playing computer games. They begin to lose their friends, and they also **truant from school** and start to get bad marks for their schoolwork.

C

Modern technologies have become an integral part of teenagers' life. For example, the internet. It is a great source of information, they use it for communicating with friends, homework and entertainment. Many teenagers know much about computers but their lack of experience can make them forget about the internet dangers and even become victims of on-line crime.

Of course, the internet is a great tool for helping teens with their homework. They can find information on any topic. There are even websites where they can get help with their homework. But often the opportunity to get information from the net leads to cheating when pupils just copy someone's papers.

Another danger is lack of sleep. Teenagers often get as little as four hours of sleep because they play games or surf the net. As a result, they are not able to work well at school.

- 1 What does the phrase **be addicted to** mean?
  - a) love playing video games very much
  - b) cannot stop doing something
- 2 What does **truant from school** mean?
  - a) оставаться в школе
  - b) сбежать из школы
- 3 Which is a verb and which is an adjective?
  - a) truant
  - b) addicted

**2c Read the texts once again and answer the questions.**

- 1 What popular inventions of the 20th century are mentioned in the text?
- 2 How is the lifestyle of teenagers changing with the development of modern technologies?
- 3 Is it true that many teenagers spend too much time playing computer games? Explain your answer.
- 4 What may playing computer games result in?
- 5 What are the pluses and minuses of using the internet?

### Vocabulary

3a Read Text B again and answer the questions alongside the text.

3b Match the words from the column A to the words from the column B to make possible expressions. More than one expression is possible with some words.

A	B
become	a DVD
do	a message
find	a movie
get	a victim
play	addicts
send	an integral part
use	homework
watch	information
	projects
	services
	telephone
	video games

● Find these expressions in the texts.

### Speaking

4a What are the advantages and disadvantages of using computers?

● Put the phrases from the box into two groups.

Advantages	Disadvantages

you can communicate with your friends who live far away, you can find a lot of interesting information, it's bad for your eyes, you develop your thinking, you live an unreal life, you can listen to your favourite music, you can become addicted to computer games, you develop computer skills, you can do your homework better

4b Add more ideas to the groups. You may use the ideas from the texts (Ex. 2b).

4c Read the newspaper headline, discuss the situation and make a group decision.

## The parents' meeting has decided to limit the time for their children to use computers

● Follow the steps:

- 1 Sit in groups and appoint a chairperson.
- 2 Take a couple of minutes to think the situation over.
- 3 Take turns to express your opinions about this parents' meeting decision: agree or disagree. Give your reasons.
- 4 Vote for or against this and report the results to the class.

#### LANGUAGE SUPPORT

##### Expressing agreement / disagreement

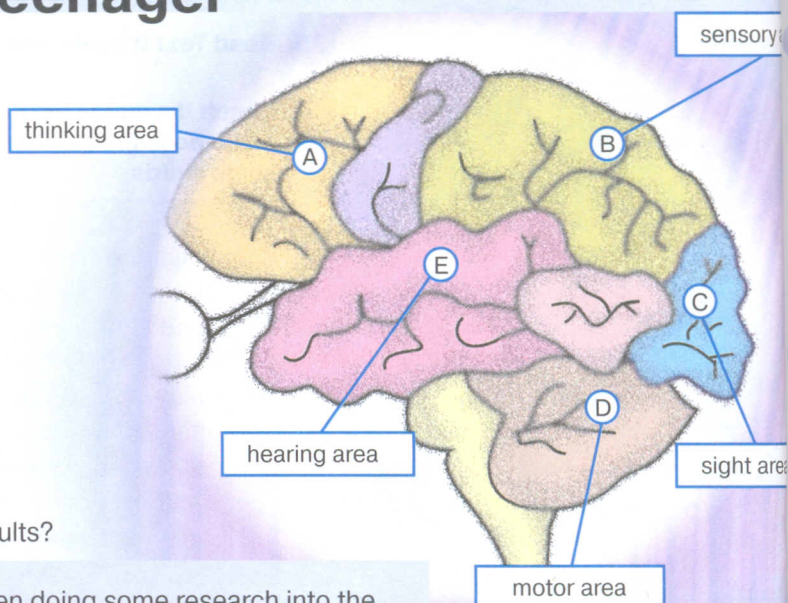
- I agree that...
- I don't agree that...
- I agree, but...
- It's true, but...
- You're absolutely right.
- I don't think they're right.

# Lesson 3 A brainy teenager

## Reading

### 1a Do you know how your brain works?

- Look at the picture and find which part of the brain is responsible for:
  - 1 moving and balancing
  - 2 learning and expressing emotions
  - 3 hearing
  - 4 seeing
  - 5 touching and feeling



### 1b Read the interview a psychiatrist gave to a teenager and answer the question.

- What makes teenagers different from adults?

Interviewer: Dr Morgan, I believe you've been doing some research into the **behaviour** of teenagers.

Dr Morgan: Yes, that's right.

Interviewer: Can you tell me something about it?

Dr Morgan: Of course. As a psychiatrist, I naturally look at **connections** between human behaviour and the brain...

Interviewer: Mmm...

Dr Morgan: ...and we now know that the brain grows very quickly between the ages of ten and twelve in normal children. This means that it is at its biggest during the early teenage years. And there are two parts of the brain that are the last to grow — the frontal and parietal lobes. The frontal lobe includes thinking and motor areas and parietal is mainly a sensory area.

Interviewer: Why are they so important?

Dr Morgan: Because they **control** things like **reasoning, judgement**, our understanding of space, and planning for the future.

Interviewer: These are all things that most teenagers are not very good at?

Dr Morgan: That's right. And it may be because those lobes are so big. It could explain why teenagers often seem **emotional** and can be clumsy.

Interviewer: Can they do anything about it?

Dr Morgan: It's hard to say. But one thing we are sure about is that the brain needs exercise, just like any other part of the body, in order to **develop**.

Interviewer: But how can we **exercise** our brains?

Dr Morgan: Well, try learning a foreign language, playing a new game, or taking up a musical instrument. Anything that makes the brain work hard. If teenagers use their brains in this way, their brains will perform better when they are adults.

Interviewer: That's really good **advice**! Thanks for being with us today, Dr Morgan.

Dr Morgan: It was a pleasure.

### GLOSSARY

**psychiatrist** [saɪ'kɪətrɪst]

**frontal lobe** ['frʌntəl] — лобная доля головного мозга

**parietal lobe** [pə'ri:əntl] — теменная доля головного мозга

**clumsy** — неловкий, неуклюжий

### 1c In the text in Ex. 1b find three examples of how to exercise your brain.

- Have you ever tried any of these activities?

Voca

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2b Us

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Lang

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3b U

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### Vocabulary

2a In Ex. 1b find the words in bold, write them in your exercise books and answer the questions.

- 1 Which of these words are easy to understand? Why?
- 2 Are these words nouns, verbs or adjectives? Why do you think so?
- 3 Read the definitions of the words in the box and say what you think they mean.
- 4 What helped you to understand the meaning of the words besides the definitions?

2b Use the words in bold in Ex. 1b to complete the table and answer the questions.

Verb	Noun
to behave	
to connect	
	development
to judge	
to advise	
	an exercise
	control

**For Your Info**

- behaviour** — acting in a certain way
- connection** — joining one thing to another
- develop** — become bigger and cleverer
- judgement** — an opinion based on the information you know
- reasoning** — the process of rational thinking

- 1 How are the words formed?
- 2 Which nouns have similar suffixes?
- 3 Which words don't change?
- 4 Which word changes one letter to become a different word class?

### Language work

3a Read the pairs of examples and answer the questions.

- A**
- 1 ...try learning a foreign language.
  - 2 ...try to learn a foreign language.
- B**
- 1 I advise learning a foreign language.
  - 2 I advise you to learn a foreign language.

- 1 Do both phrases / sentences mean the same in each pair?
- 2 Which phrase in A is about:
  - a) doing an experiment to see what will happen?
  - b) making an effort to do something difficult?
- 3 Do you see any difference in the structure of the sentence? What is it?

3b Use the right form of the verb in brackets.

Dr Morgan advises teenagers (1) ... (exercise) their brains by doing something difficult. Try (2) ... (solve) one or two problems every day. You are sure to see that your other subjects improve too. Even knitting can be a challenge to a restless teenager. Try (3) ... (knit) socks for the winter. You'll see it isn't a piece of cake. But remember that when he advises you (4) ... (take up) something difficult he means that it should be difficult for YOU. Only in this way it will help your development.

**LOOK**

**Verb patterns**

try            **Ving**

advise        **to V**



## Speaking

**4a** Do you agree with Dr Morgan when he says that teenagers are often very emotional, clumsy and often misbehave. Why?

**4b** Look through the interview in Ex. 2a and discuss the following questions in pairs.

- 1 Do you believe that the brain could be exercised?
  - 2 Which of the activities for exercising the brain do you find interesting / useful?
  - 3 Which activity do you like best and why?
  - 4 Which of the activities would you like to try?
  - 5 Do you think teenagers could perform better than adults?
- Sum up your discussion for the class.

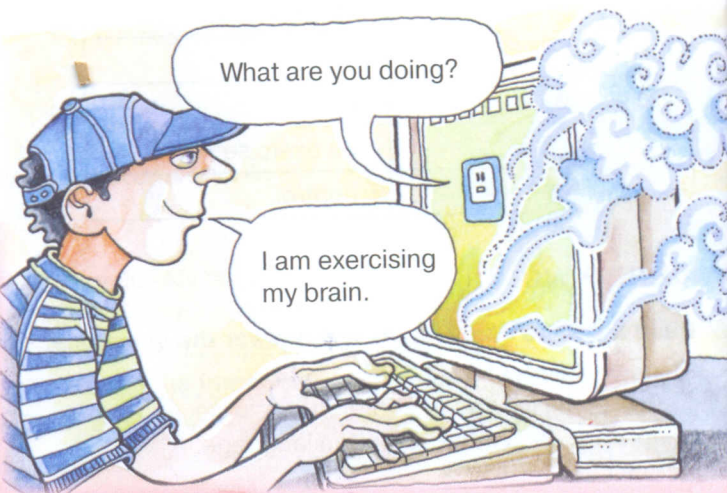
**4c** Think of more ideas of how to exercise your brain and share them with your class.

**5** Here is another way to exercise your brain:

- Read these brainteasers (головоломки) and find the best solution to them.

1 An electric train is travelling at a speed of 60 miles per hour. If there is a wind of 30 miles per hour which is following it, which way is its smoke blowing?

2 What do the numbers  
**3 7 10 11 12**  
have in common?



3 There is a carrot, a pile of pebbles (галька) and a pipe lying together in the middle of a field. What's this?

4 One day a bookkeeper noticed that the word balloon had in it two double letters, one after another. "Is there a word that has three double letters one after another?" he thought.

- Make up your own brainteasers.
- If you liked the activity, make up some more brainteasers at home.

### LANGUAGE SUPPORT

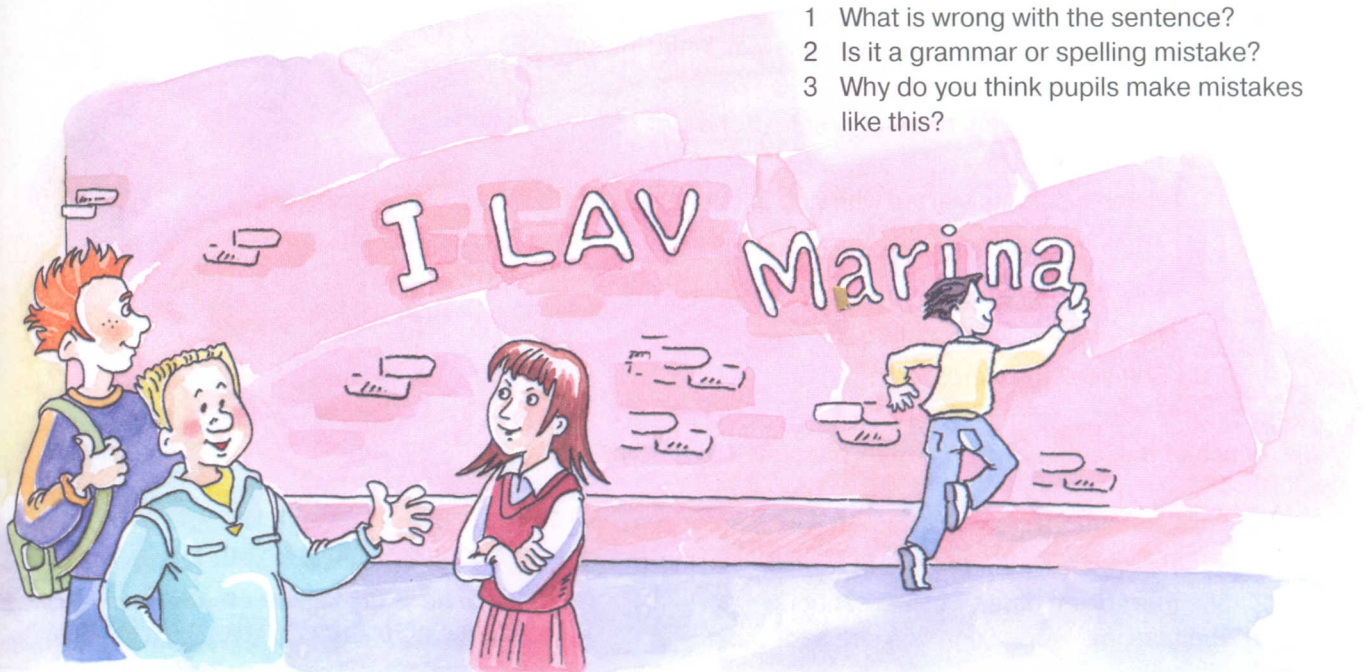
#### Expressing opinions

- I think / I don't think...
- I'm against...
- I'm in favour of...
- It seems to me that...
- In my view...
- In my opinion,...
- Personally, I think...
- In general...

# Lesson 4 School days

## Warm-up

1 Look at the picture and answer the questions.



- 1 What is wrong with the sentence?
- 2 Is it a grammar or spelling mistake?
- 3 Why do you think pupils make mistakes like this?

## Vocabulary

2a Read the sentences and choose the right translation for the words in bold.

- 1 I know it's not good but I always **pretend** (притворяюсь / хочу) to be ill when I have something difficult to do at school.
- 2 If you want to **avoid** (исправить / избежать) making spelling mistakes, check the words in the dictionary.
- 3 After examining the child, the doctors **recognised** (написали / признали) that she had the symptoms of flu.
- 4 I have difficulty **connecting** (связывать / соединять) sounds **with** written words.
- 5 **Don't get upset** (Не расстраивайся / Не плачь) if you have problems at school. Ask for help.
- 6 **Make sure** (Будь увереннее / Позаботься о том, чтобы) you get the help you need.
- 7 I **felt happy** (чувствовал счастливым / чувствовал себя счастливым) when I first went to school.
- 8 As soon as you finish this exercise, **double-check** (перепроверь / проверь дважды) the meaning of the words in the dictionary.

2b Fill in the gaps with the words from Ex. 2a.

- 1 Sam ... because she failed the exam.
- 2 If you ... that you have problems, you are making the first step towards a solution.
- 3 I ... to enjoy the joke, but it wasn't funny at all.
- 4 Our teacher keeps telling us, "... the spelling of the words in the dictionary."
- 5 I ... when I managed to do the difficult task.
- 6 If you want to be happy, ... you have real friends near you.
- 7 My sister ... talking to her parents when she feels upset.
- 8 If you ... his words ... what he did, you will understand that he was right.

## Listening

- 3a  Listen to Helen Wells, a famous British TV presenter talking about her school days and put the events in the right order.

- A She did very well, especially in creative things.
- B She felt really upset because she was in the lowest set for everything.
- C When Helen went to primary school she was happy.
- D Helen's parents started worrying about her studies.
- E She had some learning difficulties.
- F When she was eleven, she went to the local comprehensive school.
- G She spelt the words wrong.

- 3b Which of these things do you think happened to Helen Wells next?

- In pairs mark each statement with yes or no.
- 1 Helen asked her friends for help.
- 2 She moved to a different state school.
- 3 The teachers recognised that she had difficulties with spelling.
- 4 The teachers gave Helen extra help.
- 5 Helen had a successful career after school.
- 6 She doesn't need anybody's help now.

- 3c  Listen to the second part of the interview with Helen Wells and check your guesses.

## Language work

- 4a Read the summary of the interview with Helen Wells and answer the questions.

When Helen went to primary school she was happy. She did very well, especially in creative things.

When she was eleven, she went to the local comprehensive school. She felt really upset, because she was in the lowest set for everything. She had some learning difficulties. She spelt words incorrectly. So Helen's parents started worrying about her studies.

- 1 Do the underlined words refer to the verbs or to the nouns?
- 2 Which of them are adjectives and which are adverbs?
- 3 Which verb is followed by an adjective?



### GLOSSARY

**to be in the highest / lowest set** — to be one of the best / worst pupils at school

### ! For Your Info

In the UK all children have to go to school between the ages of 5 and 16.

**state school** — a school where parents do not pay for their children to go

**private school** ['praɪvət] — a school where parents pay for their children to go

**primary school** ['praɪməri] — a school for children between 5 and 11

**secondary school** — a school for children between 11 and 16 or 18

**comprehensive school** [ˌkəmprɪ'hensɪv] — a school for pupils over the age of 11 which teaches children of all abilities

**4b Choose the right word to complete the sentence.**

- 1 I usually feel *happy* / *happily* when I meet my friends at school.
- 2 My mother always looks *angry* / *angrily* when I get *bad* / *badly* marks.
- 3 The freshly painted desks smelt *bad* / *badly*.
- 4 On the first day at school there was a new pupil who seemed *nice* / *nicely*.
- 5 A girl was singing *cheerful* / *cheerfully* on her way home.

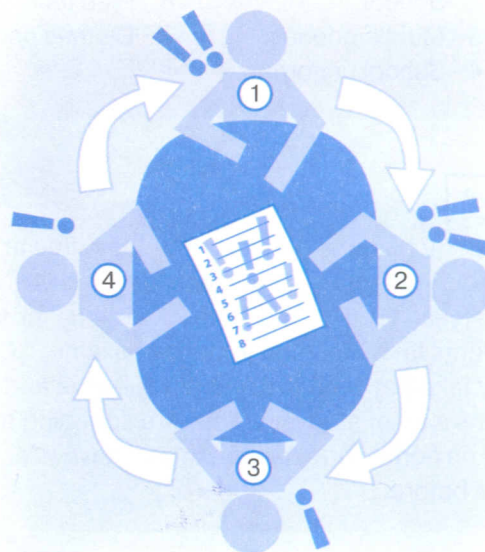
**LOOK**

feel	} + <b>good (adj)</b>
seem	
look	
smell	
taste	
become	

**Speaking**

**5 In groups make a list of things people can do in a situation like Helen's.**

- Follow the steps:
  - 1 Try to remember what Helen's advice was.
  - 2 Remember what learning difficulties you have had and how you overcame them.
  - 3 Take turns to speak about them.
  - 4 Put all your good ideas on a sheet of paper, including Helen's advice and everybody's individual experience.
  - 5 Make sure your list sounds like polite advice to teenagers with learning difficulties.



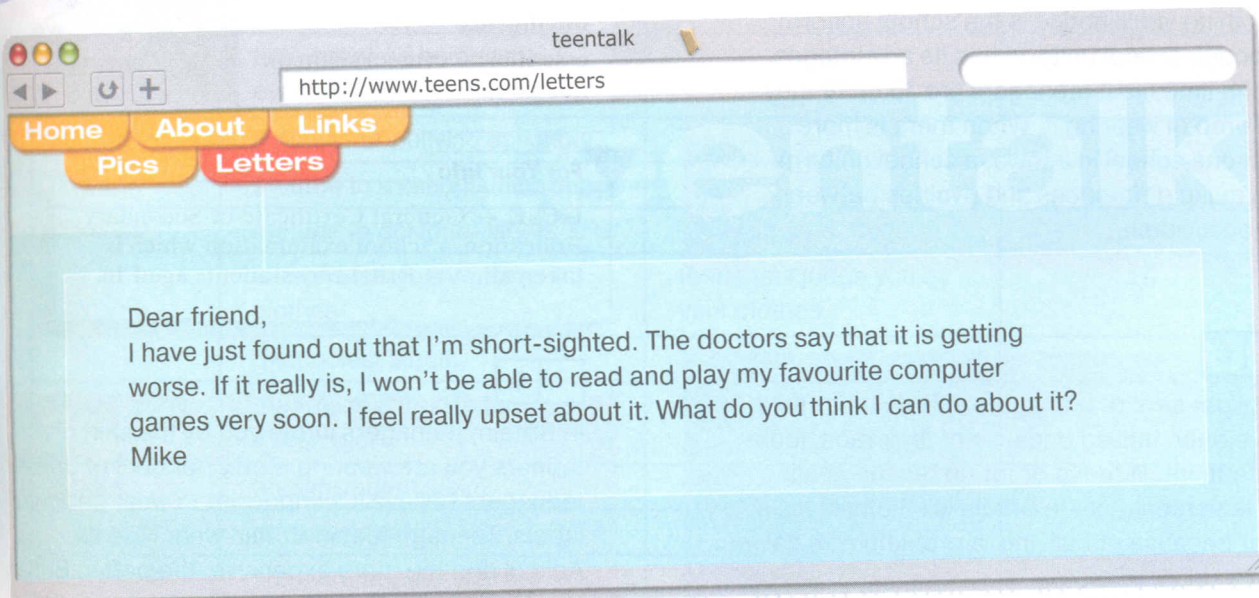
**LANGUAGE SUPPORT**

**Giving advice**

- I think you should...
- I don't think you should...
- If I had a learning difficulty I would...

**Writing**

**6 Read this letter on a website and reply to it.**





# Lessons 5-6 What is it like being a teenager?

## Warm-up

1 In small groups discuss these questions and sum up your discussion for the class.

- 1 What common problems worry you and your friends?
- 2 Which of them do you consider the most and the least important?

## Reading

2a Read and match the headings and the paragraphs.

- |                  |                     |
|------------------|---------------------|
| 1 Body image     | 5 Bullies           |
| 2 School         | 6 Free time         |
| 3 Mobile phones  | 7 Clothes and looks |
| 4 School uniform |                     |

## WHAT IS IT LIKE BEING A TEENAGER?

A

British teenagers spend most of their time at school. Students in Britain can leave school at 16 (year 11). This is also the age when most students take their first important exams, GCSEs. They take between five and ten subjects and that means a lot of studying. They are spending more time on homework than teenagers have ever done before.

B

Visit almost any school in Britain and the first thing you'll notice is the school uniform. Although school uniform has its advantages, by the time most teenagers are 15 or 16 they are tired of wearing it. When there is more than one school in a town, a school uniform can make differences and rivalries between schools worse.

C

Fifty per cent of teenagers in Britain say they have been bullied because of their race, looks, accent, intelligence or for no reason at all. Sixteen teenagers in Britain kill themselves every year because of bullying, a problem now called "bullycide".

### GLOSSARY

**race** — cf *Russian* *раса*

**intelligence** — ум

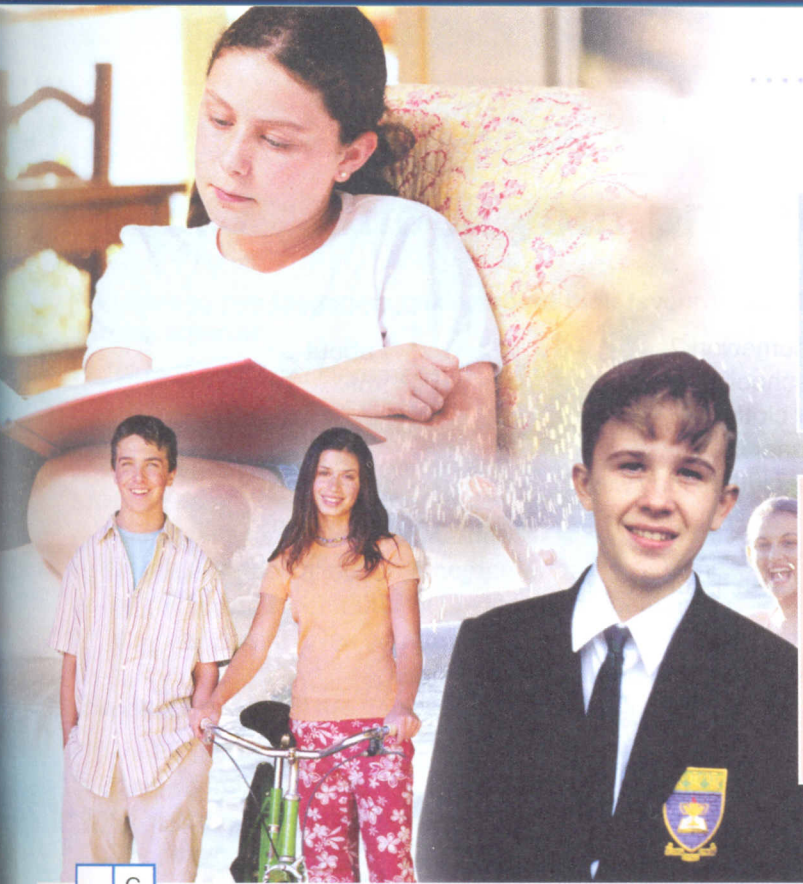
**essential** — существенный, необходимый

### For Your Info

**GCSE** — General Certificate of Secondary Education, a school examination which is taken all over Britain by students aged 16.

D

In Britain, teenagers judge you by the shirt or trainers you are wearing. Forty per cent of British teenagers believe it's important to wear designer labels. Teenage feet in Britain wear Nike or Adidas and the more expensive, the better. British teenagers love Nike 110s (trainers that cost £110), but not for sport — for posing!



E

Teenagers in Britain worry about their looks and their weight, like in many other western countries. Two-thirds of girls in Britain are on a diet, although only one in eight of them is overweight!

F

Like teenagers all over the world, British teenagers love to chat. The mobile phone is an essential thing for most British teenagers. More than 90 per cent of 12 to 16-year-olds have one. Many experts believe that mobiles stop teenagers spending money on cigarettes and sweets.

G

Music is the number one interest for British teens. But they certainly don't all like the same music! UK garage, hip-hop and new metal are all popular. Teenagers love going out too. However, finding somewhere to go isn't always easy. Pubs and clubs have strict rules for under 18-year-olds in Britain. It's no surprise that British teenagers spend more time online than European or American teens and use chatrooms to make a new friend.

- 1 Why is the definite article used here?
- 2 Why is there no article before the words *music* and *teenagers*?
- 3 Why is the indefinite article used here?

2b Read the texts and complete the table about British teenagers.

		British teenagers	Your class
School	time spent at school		
	number of school subjects	5-10	
	time spent on homework every week		
	reasons for bullying at school		
	attitude to a school uniform		
Clothes	attitude to designer labels		
	reasons for wearing smart clothes	teenagers judge you by your clothes	
	the coolest labels		
Technology	the role of a mobile for a teenager		
Looks	feelings about looks		
	attitude to diets		
Free time	the most popular activity		
	other popular activities		

## Vocabulary

### 3a Fill in the gaps with the words from the box.

- Check your answers with the text.
- 1 How much time do you usually spend ... homework?
- 2 Are you tired ... wearing / not wearing a school uniform?
- 3 Do you judge people ... their behaviour or clothes?
- 4 Do you usually notice differences ... designer labels?
- 5 Are pupils of your school bullied ... the clothes they wear?
- 6 Do you worry ... your weight?
- 7 Why are you eating so little? Are you ... a diet?
- 8 What do you spend money ... ? Mobile, sweets, books, etc?
- 9 Do you like going ... at the weekend?

about  
of  
on  
out  
by  
between  
because of

### 3b In pairs answer the questions in Ex. 3a and say what you both have in common.

*Example: We both spend two hours on homework every day.*

## Language work

### 4a Answer the questions alongside the text in Ex. 2a.

### 4b Match the sentences with the phrases in the box.

- 1 I spend three or four hours on ... homework every day.
- 2 I hate taking ... exams.
- 3 All teenagers like wearing ... trainers.
- 4 Mobiles are often used for texting ... messages.
- 5 I always go to ... sports club which is near my house.
- 6 ... guitar is a musical instrument which I would like to have.
- 7 I wouldn't like to wear ... school uniform.

The underlined word:

- a) refers to things in general
- b) refers to a particular thing
- c) is an uncountable noun
- d) refers to any person / thing

### 4c Fill in the gaps in Ex. 4b with *a, an, the* or *zero article*.

### 4d Complete the rules about the articles.

- 1 When we speak about things or people **in general** we use...
- 2 When we speak about a **particular** thing or person we use...
- 3 When we speak about **any** person or thing we use...

### 4e Find more examples in the text to illustrate the rules.

## Writing

### 5a In pairs complete the second part of the table in Ex. 2b.

### 5b Compare your notes with the class and complete the table with the ideas you have learned from the others.

### 5c Compare the notes in the last two columns in Ex. 2b and answer the question.

- Do you think teenagers in different countries are the same or different? Give examples.

### 5d Use your notes and write a paragraph like in Ex. 2a on the topic *Clothes and looks*.

### 5e Help your partner to improve his / her text.


- Use the following guidelines:

- 1 Do you understand what he / she wrote?
- 2 Are there any spelling mistakes?
- 3 Are there any language mistakes?
- 4 Are there enough linking words in the text?
- 5 Can you think of any words that can express the ideas better?

### 6 Write about your class for your school website.

- Choose one of the topics:
  - 1 School and school days
  - 2 Interests

# Lesson 7 Check your progress

1  Listen to five teenagers talking about their favourite activities and match the sentence with the speaker.

- There is one extra statement.

Speaker 1 \_\_\_\_\_ Speaker 2 \_\_\_\_\_ Speaker 3 \_\_\_\_\_ Speaker 4 \_\_\_\_\_ Speaker 5 \_\_\_\_\_

- He / She is a computer games addict.
- He / She prefers visiting computer clubs.
- He / She loves surfing the internet.
- He / She argues a lot about computer games with his / her parents.
- He / She won a computer game in the competition.
- His / Her parent loves computer games too.

**Score: 15**

2 Choose a word to fill the gap.

- A teenager's brain grows ... (quick / quickly)
- If you exercise your brain ..., you will be able to do many tasks better. (regular / regularly)
- Do you play computer games ...? (good / well)
- Why did you behave so ... in the lesson? (bad / badly)
- I felt ... when my parents bought me a computer. (happy / happily)
- Teenagers like listening to ... music. (loud / loudly)
- My friend speaks English ... (fast / fastly)
- This is the most ... computer game I've ever played. (interesting / interestingly)
- We went to the holiday camp on a very ... train. (slow / slowly)
- If you want to go scuba diving, do it very ... (careful / carefully)

**Score: 10**

3 Read the text and cross out the extra word (maximum one per line).

- Some of the lines are correct.
- If a line is correct put a tick (✓) at the end of the line.
- The first two lines are done for you.

## Is microchipping children a good idea?

Microchips are usually found in the computers but		the
some children have them in their arms so		✓
that their parents can to find them quickly	1	
if they have disappear.	2	
<b>Yes.</b> Parents want their the children to be	3	
safe. Many children feel scared because of	4	
news stories about child murders. Children	5	
feel safer because of their parents always know where they are.	6	
<b>No.</b> A child murders don't happen very	7	
often. Many more children die in road	8	
accidents in each year. It's better to teach children about the possible dangers of	9	
talking to strangers than to treat them like robots or the pets.	10	

**Score: 10**

4 Read what teenagers say about their school life and match the names and the statements about them.

1	A teenager who likes doing projects in a lesson.	
2	A teenager who doesn't like maths.	
3	A teenager who does very well in all subjects except one.	
4	A teenager who likes meeting school friends but doesn't enjoy doing homework.	
5	Two teenagers who like sports activities at school.	

## WHAT DO YOU LIKE ABOUT SCHOOL?

**Lindsay**

At the moment, there's a competition at school and one of the events is *lip synching*. You do a dance routine to music. It looks like you're singing, but you're not. I confess that I like school very much. I'm good at all of my subjects, except geography. I never do well in it.

**Adam**

I don't like homework, but I like coming to school to see my friends. I play football and volleyball at school after lessons. I started playing volleyball three years ago. It's a lot of fun. I've got some awards for it. I'm also good at science, but I don't like it.

**Stephanie**

Drama is an incredible class because you can be someone else. You have to understand how other people feel. It's like the childhood fantasy of being a princess. My teacher is really easy-going. I hate algebra because I don't understand it and it's boring. I don't like sport.

**Ryan**

I really like my English teacher. I can ask her anything. I like the stories we read and the projects we do. Sometimes we act out the stories. At the moment, we're studying Greek mythology. I enjoy the activities at school, like the special football game we play once a year. The girls play football and the guys are cheerleaders. Last year, I was a cheerleader and it was a lot of fun.

**Score: 15**

**Total score: 50**

## Lesson 8 Designing a website

The internet is a powerful means of communication with teenagers around the world. You are invited to take part in a competition for the best website. To take part in the competition you need to work in a team and submit the scheme for your website by the end of the lesson.

### 1 Develop your own website.

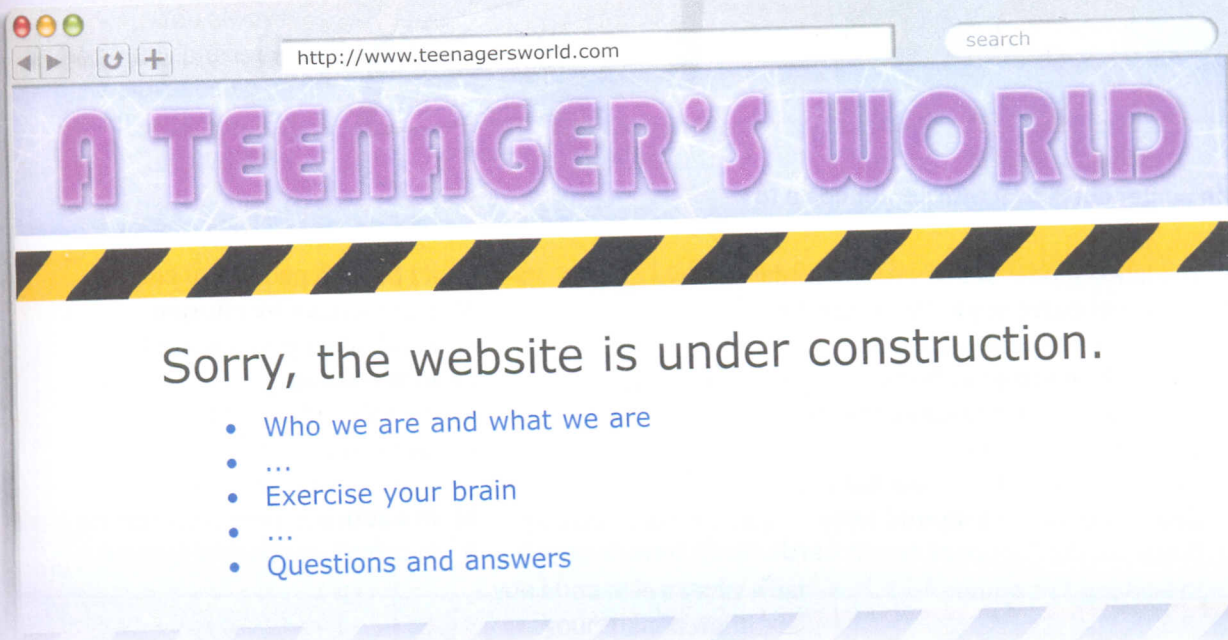
- Follow the steps:
  - 1 Look through the materials you have prepared for this project.
  - 2 Choose the most interesting in your opinion.
  - 3 Draw a scheme for your website (make use of paper, markers, glue, pictures, photos, etc).
  - 4 Think about the titles for the different pages or areas.
  - 5 Prepare a three-minute presentation for your website.
  - 6 Think of reasons why your website might be interesting to other teenagers.

### 2 Present the scheme of your website to the class.

- 1 Describe what is meant by each title or area.
- 2 Explain why you have chosen this material.
- 3 Give examples of some materials you would like to have on the page.
- 4 Highlight the most interesting part of your website.

### 3 Choose the best scheme.

- 1 Circulate the evaluation grid around the class and complete it.
- 2 Calculate the marks and decide on the best scheme.
- 3 Express your own opinion about whether you agree or disagree with the decision.



## Lesson 1 Going shopping

### Vocabulary

1a Use the words in the box to label the pictures.

credit cards notes sale coins  
save (money) discount currencies  
cheque cash bargain



1b Match sentences 1 to 9 with sentences a to i.

- 1 The latest model of this video recorder is now
- 2 The **local currency** in Switzerland is
- 3 If you buy the family-size box
- 4 Is it OK if I pay for this book
- 5 If you have a bank account (счёт)
- 6 Do I **get a discount**
- 7 I will buy a TV if I **find a bargain**
- 8 Can I have this **five-pound note**
- 9 Sorry, we don't **accept credit cards**. You'll have to pay

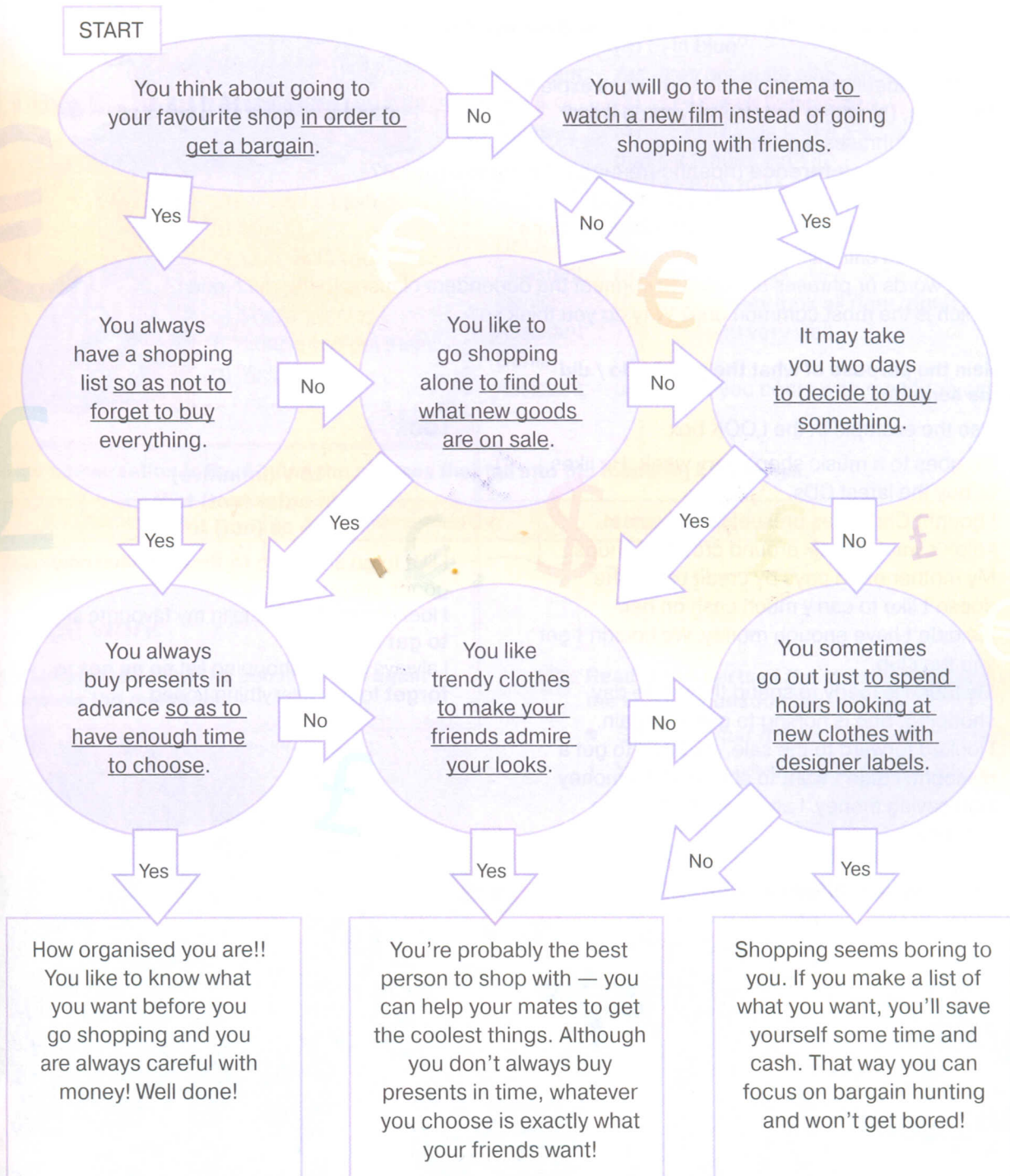
- a) if I buy ten packets of crisps?
- b) you can **pay by cheque**.
- c) **it will save you a pound**.
- d) **in the sales**.
- e) **on sale** in the shops.
- f) **by credit card**?
- g) francs.
- h) **in cash**.
- i) in coins?

1c Choose the right Russian equivalent for the words and phrases in bold in Ex. 1b.

найти выгодную покупку расплатиться чеком получить скидку  
 местная денежная единица пятифунтовая банкнота сэкономить фунт  
 принимать кредитные карточки (в качестве оплаты) в продаже  
 наличными деньгами на распродаже по кредитной карте

Reading

2a Follow the flow chart and find out: Are you a Shopping Star?





2b In pairs compare your results and say if the explanation is true about you.

2c In pairs tick all possible word combinations in the table below.

- To check your answers look through Ex. 1b.

	by credit card	a discount	by cheque	in cash	a bargain
pay					
get					

### Language work

3a Look through the flow chart in Ex. 2a again and answer the questions.

- Do the underlined parts in the sentences explain:  
(a) when, (b) where or (c) what you do it for?
- Do these phrases **express**:  
(a) **wish**, (b) **preference** (предпочтение), (c) **purpose** (цель)?
- Which part of the sentence may be called:  
(a) **the main clause**, (b) **the dependent clause**?  
What do we call them in Russian?
- What words or phrases are used to connect the dependent clauses to the main ones?  
Which is the most common one? Why do you think so?

3b Explain the purpose of what the people do / did in one sentence.

- Use the example in the LOOK box.
- He goes to a music shop every week. He likes to buy the latest CDs.
  - I bought Christmas presents in advance. I didn't want to walk around crowded shops.
  - My mother often pays by credit card. She doesn't like to carry much cash on her.
  - We didn't have enough money. We couldn't get into the club.
  - My friend is ready to spend the whole day shopping. She is hoping to get a bargain.
  - I looked forward to the sale. I wanted to get a discount. I didn't want to spend much money.
  - I am saving money. I am planning to buy a new bike.

#### LOOK

**to V (infinitive)**  
**in order (not) to V**  
**so as (not) to V**

I like to go shopping **to find** out what new goods are on sale.  
I look forward to a sale in my favourite shop **to get** a bargain.  
I always have a shopping list **so as not to forget** to buy everything I need.

3c Play the *Unusual Things* game.



# Lessons 2-3 How do they feel?



- a) ...I'll take them.
- b) Well,
- c) Can I help you?
- d) Fine, thanks.
- e) Wait a minute,
- f) ...have you got them...
- g) Yes, please.

## Listening

1a Listen to the conversation and answer the question.

- Has Denis bought anything?

1b In pairs complete the conversation with the phrases from the box and check with the recording.

Assistant: Hi. (1) ... .  
 Denis: Yeah, please. I like these trainers, but (2) ... in blue?  
 Assistant: Yes, they are quite nice, aren't they?  
 (3) ... I'll check. What size?  
 Denis: (4) ... , in Russia I take a 43, so I think that's a 9 here, isn't it?  
 Assistant: That's about right. You're in luck. The last pair in blue in your size. Do you want to try them on?  
 Denis: (5) ... .  
 Assistant: How do they feel?  
 Denis: (6) ... . And they look all right, don't they?  
 Assistant: They suit you very well.  
 Denis: OK, (7) ... .  
 Assistant: Good. Will you come with me to the cash desk?

1c In the conversation in Ex. 1b find the phrases that fall into the following categories.

Offering help	Asking for something	Making a pause

## Language work

2a Listen and follow the conversation again to answer the questions.

- 1 Are the underlined expressions used:
  - a) to get agreement from the person we are speaking to?
  - b) to ask for more information?
  - c) to check information?
- 2 Is the speaker sure / not sure in each case? How do you know?

### LOOK

**Positive sentence + negative tag**

John likes football, **doesn't he**?

**Negative sentence + positive tag**

Mary doesn't like football, **does she**?

2b Read these parts of the conversation and choose the correct question tag.

- See *Grammar reference* (p. 164) for help.
- 1 You like this white jacket, *don't you / didn't you*?
- 2 It really suits me, *don't it / doesn't it*?
- 3 You haven't found the bag to match this coat, *have you / haven't you*?
- 4 We won't tell our mothers that we spent three hours in the store, *will we / won't we*?
- 5 We can return here tomorrow, *can't we / don't we*?

**2c** Listen to the sentences below and decide whether the speaker uses rising or falling intonation in the question tag.

- Draw the arrows in the intonation column to show the intonation.

	Intonation	Sure / Not sure
1 We haven't got enough time to go to the music shop, have we?	↗	
2 We have to buy everything today, don't we?		
3 I know Jane would like to join us, wouldn't she?		
4 This coat doesn't match the shoes, does it?		
5 You are going to buy all these CDs, aren't you?		
6 You had a really nice time last week, didn't you?		

**2d** Listen again and do the tasks below.

- 1 In every case in Ex. 2c decide whether the speaker is sure of the answer or not.
- 2 Complete the third column of the table in Ex. 2c.
- 3 Look at the table carefully and decide: What does the intonation show in these sentences?

**2e** In pairs practise saying these sentences (Ex. 2c) with different intonation patterns.

- Let your partner guess whether you are sure of the answer or not.

### Translation

**3** Look at the picture and think of the Russian equivalents for these notices.



### Vocabulary

**4a** Look through all the exercises you have covered and find the words and phrases for each of the five topics under *shopping* in the diagram.

- Add more words on your own.



4b Look at the pictures and match the verbs with their meanings.



- 1 to match
- 2 to suit
- 3 to fit

- a) to be the right size
- b) to go with or look good with another item of clothing
- c) to look good on someone

4c Fill in the gaps with the right forms of the verbs *match, suit or fit*.

- 1 This hat ... all head sizes.
- 2 I'd like a sweater that ... my blue jeans.
- 3 These shoes don't ... me; they are too big.
- 4 You should wear green, it ... you.
- 5 The tie doesn't ... this shirt. It needs to be bright.
- 6 She looks absolutely great in this dress; it ... her.

### Speaking

5a In pairs match the questions with the answers.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1 How do they feel?</li> <li>2 What size do you need?</li> <li>3 This dress looks all right, doesn't it?</li> <li>4 Good, I'll take these CDs.</li> <li>5 Do you think these gloves go with my bag?</li> <li>6 Can I try this sweater on?</li> <li>7 I'm looking for a birthday present for my brother.</li> <li>8 How much does this T-shirt cost?</li> </ol> | <ol style="list-style-type: none"> <li>a) It's only 100 roubles. It's a real bargain.</li> <li>b) What about this book? It's a bestseller!</li> <li>c) I normally wear size 42. Have you got it in this size?</li> <li>d) They don't fit. You've got a larger size, haven't you?</li> <li>e) They match very well. You look really good!</li> <li>f) Certainly. The fitting rooms are over there.</li> <li>g) Oh, yes. It suits you really well!</li> <li>h) The cash desk is over there. They cost 200 roubles each.</li> </ol> |
|---|--|

5b Add one more phrase to continue each question and answer in Ex. 5a.

- Example:** — *I like these shoes but they don't suit me.*  
 — *You're right! They don't seem to be your style!*  
 — *Then I'll leave them.*

5c You are going to role play a situation in a shop.

- Follow the instructions:
  - 1 Take a card with your role and read it attentively.
  - 2 Take three minutes to think over what you are going to say. Remember to use the phrases you've learned in this lesson.
  - 3 Follow your role card instructions carefully.
  - 4 Work in pairs and act according to your role.

# Lesson 4 “Unforgettable” presents

## Warm-up

1 In pairs look at the pictures and answer the questions:

- 1 Which of these things would you like to get as a present? Why?
- 2 Which wouldn't you like to get as a present? Why?



## Listening

2a Listen to some teenagers talking about the presents they were given and complete the table.

- Use the pictures in Ex. 1 to help you.

	What was the present?	Did they like the present?
1 Caitlin		
2 Sarah		
3 Lydia		
4 Dale		
5 Una		

2b Listen again and say why some of the teenagers didn't like the presents.

## Reading

3a What do teenagers usually buy as presents for their friends?

- Make a list of three or four things.

3b Read the six conversations on p. 29 and say what these teenagers thought about when they were choosing a present for their friend.

- Use the list below.
- Look at each conversation separately.

- 1 their friend's needs
- 2 if their friend is hard to please
- 3 their friend's age
- 4 their friend's eating habits
- 5 the originality of the present
- 6 the price
- 7 if they made it by themselves
- 8 if she has already got it
- 9 if their friend is a boy or a girl



A

- I think we could buy a CD for Mary.
- Oh, I'm not sure she would like it. She's not interested in music.
- Well, let's look for something else.



B

- Oh, have a look at this wonderful book of fairy tales! It could be a good present for Mary.
- Frankly, I don't think she likes fairy tales. We aren't five-year-olds!
- Yeah, you are right. It wasn't a good idea.



C

- Listen, we could buy a new CD player for her.
- I don't know... It's very expensive.
- You're right. Let's think of something cheaper.



D

- Why don't we buy a poster with her favourite tennis player?
- Yes, but don't forget she's already got five posters in her room!
- Well, I see we should think of something else.



E

- I have an idea! What if we buy a box of chocolates for ...?
- That would be great, but you forget — she's always on a diet!
- That's true. We should go for something that's not for eating.



F

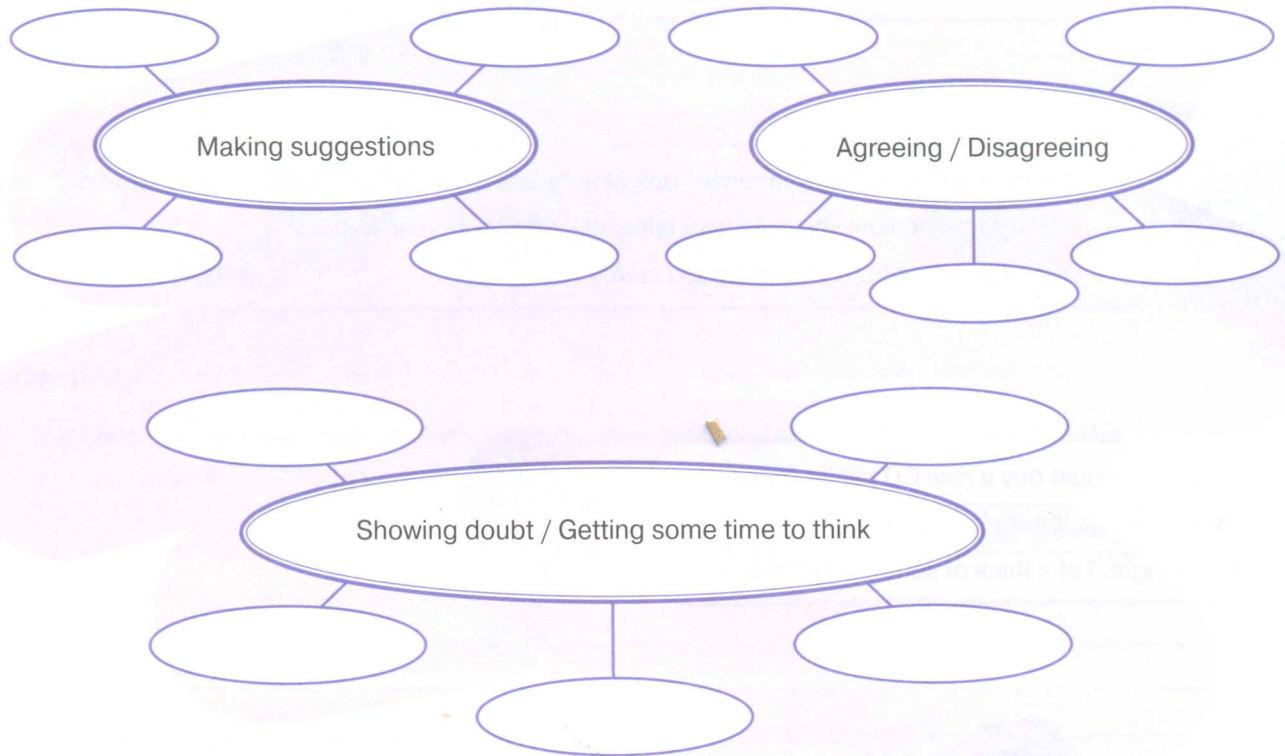
- Oh, let's buy a football for Mary — she can play with it any time!
- You're joking! Do you think girls play football in the playground after lessons?!
- OK. How about a tennis racquet?



3c Put the ideas from Ex. 3b in the order of importance and explain your decision.

## Speaking

- 4a Look through the conversations again and complete the mind maps with the expressions the teenagers use.



- 4b In groups of three or four choose a present for one of your classmates.

- Follow the steps:
  - 1 Take a card with the name of one of your classmates.
  - 2 Make a list of possible presents for him / her.
  - 3 Discuss these presents using the ideas from Ex. 3b.
- Report your decision back to the class. Explain your choice.

### LANGUAGE SUPPORT

#### Reporting a decision

- We've decided to buy... for...
- We suggest buying... for...
- We chose ... because...
- We are sure / We hope...

## Writing

- 5 Choose one of the topics below and write 80–100 words.

- 1 The present I would you like to get
  - 2 My "once in a lifetime" present
  - 3 The most horrible present I ever got
  - 4 A present I would like you to give to my best friend
- You can start: The best present I have ever got..., etc.
  - Explain why you are going to write about it.
  - Describe the present.
  - Say when you got it / you are going to give it.
  - Describe what the feelings were / are going to be.



# Lesson 5 The power of advertising

## Reading

1a Read what British teenagers wrote about advertisements and decide which of them are for TV advertising and which are against.

A

I like clever **adverts** that are fun to watch and stick in your head. That is the way people get entertained and the goods get advertised. I think that some songs are really cool and I cannot stop singing them for weeks.

B

All you hear on TV is discounts on goods or half price on food or clothes. They are always saying that prices go down — but this is simply not true! It's just saying — come and buy. **Boring and repetitive!** I'm just tired of it!

C

They're annoying and stupid; I can't stand them. TV **advertising** doesn't let you think, it's like chewing-gum for your eyes. **You should be selective about what you watch; if you watch everything non-stop you may go mad.**

D

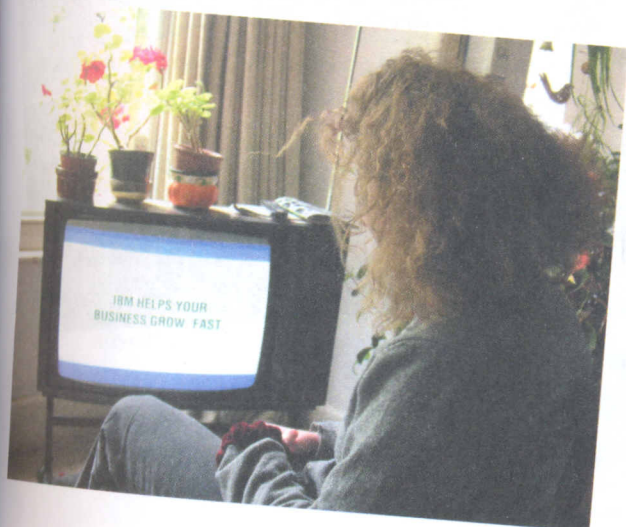
TV **advertisements** make us well informed. Without them we wouldn't know what new goods are on sale. Also I like funny ads that encourage people to buy presents for each other. Ads are so amazing and they make me laugh. **Classic!**

E

I don't like **ads** because you have to wait about two minutes until you see the programme you were last watching. They're on everywhere and all the time. **They make me cringe! I think adverts should be banned!**

F

I find TV advertising very relaxing. After a long day at school it takes away all your worries. Sometimes they are more interesting than programmes. **Who needs TV shows when you can have commercials! Great!**



1b Read the paragraphs again and find out which of them:

- 1 compares TV adverts with other programmes?
- 2 gives a piece of advice?
- 3 mentions the music?
- 4 draws our attention to humour?
- 5 mentions people's intelligence?
- 6 says that adverts are useful?
- 7 says that advertisements sometimes tell lies?
- 8 says that ads should not be allowed?

1c In pairs discuss the opinions highlighted in the paragraphs and choose one that is closest to your opinion.

- Give your reasons.



## Vocabulary

2a Look at the words in bold in Ex. 1a and answer the questions:

- 1 What do they have in common?
- 2 How do they differ?

2b In the extracts in Ex. 1a find the words and phrases that mean:

- 1 be easy to remember
- 2 get amused and interested
- 3 become cheaper
- 4 done many times and in the same way
- 5 making you feel slightly angry
- 6 careful about choosing what to do, buy, watch, etc
- 7 help people do something

2c Fill in the gaps in the questions with words and expressions from the box.

- Change the form of the words if necessary.
  - Practise asking and answering these questions in pairs.
- 1 Isn't it ... when you keep your TV on all day long?
  - 2 How do you prefer to ... ..?
  - 3 Are you ... when you choose what to watch on TV?
  - 4 Do you think prices are ... .. or going up?
  - 5 Can advertising ... you to spend money on new goods and products?
  - 6 Do advertisements ... .. easily?
  - 7 Do you find ... ads boring?



repetitive  
stick in your head  
encourage  
go down  
selective  
annoying  
get entertained





**2d Choose the correct alternative in the following sentences.**

- 1 There was a really *exciting* / *excited* football match on TV last night.
- 2 Have you heard this *surprising* / *surprised* news on the radio?  
— Yes, I was really *shocked* / *shocking*.
- 3 My parents always get *worrying* / *worried* when I watch TV for too long.
- 4 Watching TV programmes is a very *relaxing* / *relaxed* pastime.
- 5 Don't you think that watching programmes non-stop is extremely *bored* / *boring*?
- 6 My school results are very *encouraging* / *encouraged*.

**Writing**

**3a In pairs go through the paragraphs in Ex. 1a again and find the sentences / parts of sentences in which the authors:**

- 1 express their attitude to adverts
- 2 explain why they feel that way
- 3 suggest what should be done / give advice
- 4 state feelings more strongly



**3b Look at what you found in Ex. 3a and answer the questions.**

- 1 Are the sentences expressing attitudes at the beginning, at the end or in the middle of the paragraph?
- 2 Do the explanations come before or after attitudes are expressed?
- 3 In what part of the paragraph do the suggestions / advice come?  
How do you know that they are suggestions / advice?
- 4 Is there anything special about the sentences which make the statement stronger?

**3c Compare paragraphs B and E in Ex. 1a using the questions below.**

- 1 Where do the writers state their opinion, at the beginning or at the end of the paragraph?
- 2 Does the explanation follow the statement of the opinion?
- 3 Which of the paragraphs is more logical? Which is more emotional?

**3d Study the chart showing the typical structure of a paragraph and answer the questions.**

- 1 If you follow the scheme, will your paragraph be more or less logical?
- 2 What would you change to make it more / less emotional?

**3e Write your own paragraph giving your opinion about advertising.**

- Use the Language Support box for help.

**LANGUAGE SUPPORT**

**Paragraph Structure**

*Stating your attitude*

I think... I find them... I believe...

*Developing your ideas / giving explanations*

This is the way people...  
This is so because...  
They make me...  
I can't stop...  
I'm just tired of them!

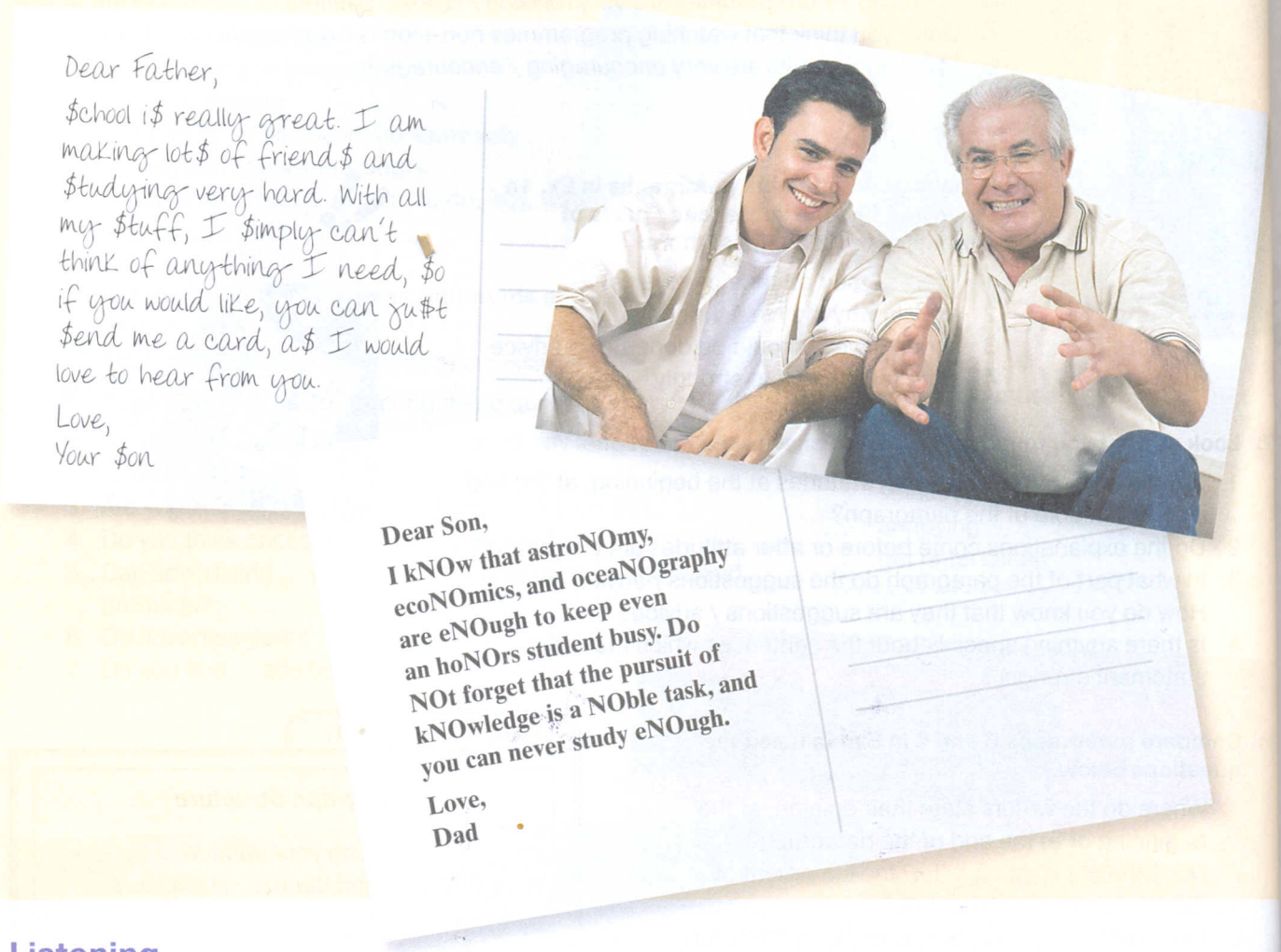
*Suggesting further steps / giving advice*

They should be banned!  
You should be...  
If ... you may...

# Lesson 6 Pocket money

## Warm-up

1 Read the postcards and say what the son wants his father to do. What is the father's answer?



Dear Father,  
 School is really great. I am making lots of friends and studying very hard. With all my stuff, I simply can't think of anything I need, so if you would like, you can just send me a card, as I would love to hear from you.

Love,  
 Your son

Dear Son,  
 I know that astronomy, economics, and oceanography are enough to keep even an honors student busy. Do not forget that the pursuit of knowledge is a noble task, and you can never study enough.

Love,  
 Dad

## Listening

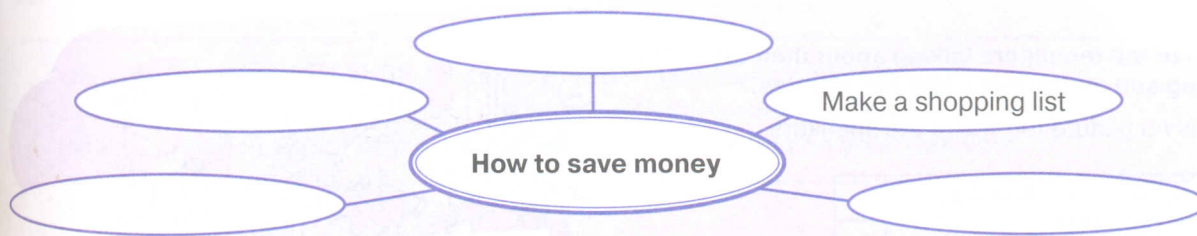
2a Discuss in pairs and answer the questions:

- 1 How much pocket money should teenagers of your age get?
- 2 What do you need pocket money for? Make a list of five things.

2b  Listen to these British teenagers talking about pocket money and fill in the table.

	How much pocket money do they get?	Are they good at saving?
Laura		
Amy		
John		
Kate		
Eddie		

2c  Listen again and complete the mind map with the teenagers' ideas.



2d Answer the questions:

- 1 Do you think it is a good idea to save money? Why?
- 2 Add your own ideas to the mind map (Ex. 2c).

### Language work

3a Go back to the table in Ex. 2b and say the numbers.

3b  Listen and write how much pocket money the teenagers get a week.

- To check the answers, say the numbers.

Speaker 1		Speaker 5	
Speaker 2		Speaker 6	
Speaker 3		Speaker 7	
Speaker 4		Speaker 8	

3c Read some information about British teenagers on the cards your teacher will give you and talk to your classmates to find out the missing information.

Question	Boys	Girls
1 How much pocket money do they get?		
2 How many teenagers spend their money on books?		
3 How many teenagers buy comics or magazines?		
4 How many teenagers save money to buy computer games?		
5 How many teenagers buy CDs and DVDs?		

### Writing

4 Together with your class take part in an internet teenage forum on saving money.

teensaving  
<http://www.teensaving.com/help> search

## How do you spend your money?

- Write four or five sentences explaining your position.
- Use the ideas from the lesson and these extras ones here:
  - 1 why teenagers need pocket money
  - 2 how much pocket money you would like to get
  - 3 whether saving money is a good idea and why

# Lesson 7 Check your progress

1 Listen to the teenagers talking about their attitudes to shopping and match them with the pictures.

- There is no picture for one of the speakers.

Picture A	Speaker	
Picture B	Speaker	
Picture C	Speaker	
Picture D	Speaker	
No picture	Speaker	

Score: 15



2 Listen again and match the ideas with the speakers.

- He / She likes hanging around shops with his / her friends.
- He / She is unlike his / her sister.
- He / She gets less money than his / her friends.
- He / She buys the same things again and again.
- He / She spends lots of money on CDs and games.
- He / She has bought an expensive shirt.
- He / She likes buying things with his / her name on them.

Score: 14

3 Fill in the gaps in the sentences with the phrases from the box.

in order to    to go with    so as not to  
to buy    so as

- I went to a new supermarket yesterday ... everything I needed for the party.
- Pete hates shopping but he offered to go with me ... help me choose a present for my mother.
- I decided to wait for a sale at the central department store ... to look for a bargain.
- I need a new jacket ... my new jeans.
- Sara decided to go to town by car ... carry heavy bags back home.

Score: 5

4 Complete the sentences with the appropriate question tags.

- He bought this car last year, ...?
- This jacket doesn't suit me, ...?
- We haven't met his friend before, ...?
- They can speak English in this shop, ...?
- They had a really nice time in France, ...?
- Mary's got black hair, ...?

Score: 6

5 Choose the best word or phrase to complete the sentences.

- I bought these trainers in the sales. They were a real ...  
a) discount    b) bargain    c) purchase    d) cheap
- This suit doesn't ... me. It's too big.  
a) match    b) suit    c) fit    d) go
- I don't spend all the pocket money I get. I am trying to ... for a new bike.  
a) buy    b) save    c) spend    d) economy
- If you work in China, you will be paid in local ...  
a) way    b) notes    c) cash    d) currency
- This hat doesn't ... my new coat.  
a) go to    b) get with    c) go with    d) get to

Score: 15

Total score: 50

# Lesson 8 Make the most of your money

You are going to take part in a role play. You will be given one of the roles: a teenager, a parent, a gift-shop assistant, a fashion-shop assistant. You have to take decisions about money and follow the instructions on your role card.

**1 Prepare for the role play in your groups:**

- 1 Read your role card and the useful tips.
- 2 Do the tasks on your role cards under the heading *In your ROLE GROUP*.
- 3 Be ready to play your role according to the instructions given under the heading *In your PLAY GROUP*.



**Useful Tips**

- Look through the unit before you start.
- Do your best to support each other.
- Listen to what your partners say carefully.
- React to what your partners say rather than using ideas you have prepared in advance.
- Don't speak for too long — let your partner give his or her ideas.
- Be polite.

**2 Role play the situation and give a brief report on the results to the class.**

**3 Fill in the self-evaluation cards and give a brief report on the results to the class.**



**PUPIL'S SELF-EVALUATION CARD**

Criterion	Yes / No
Am I satisfied with the results of the role play?	
Did I prepare well for my role?	
Did my partner understand me well?	
Did I have difficulty expressing myself?	

## Lessons 1–2 Personal statements

### Warm-up

1 Write down four adjectives to describe yourself. Give examples to explain your ideas.

### Reading

2a Look at the photos of Kate and Sam and guess who wrote what about themselves.

Idea	Kate	Sam	Me
I find spelling hard.			
I don't like public speaking.			
I like being at home.			
I always do everything on time.			
I want to be a designer.			
I am not very good at Science.			
I don't like being better than others.			
I love working on computer.			



Kate, 15

2b Read what Kate and Sam wrote about themselves in their blogs. Check your guesses.



Sam, 16

Friends User Info

### about myself

Hello. My name is Kate ... and I'm 15. I'll tell you a little about myself. I'm not a very outgoing person. I can spend all day playing the piano or reading or drawing or thinking, but if the lights went off I wouldn't know what to do; and I don't know how our car works. I think I should start taking Science more seriously as I feel I'm hopeless at it. In the future I would like to be a designer and I'm planning to go to an Arts school.

I'm not very ambitious and I don't want to be a winner because if you are a winner you have to think you are better than others. What I do want is to make the world around better and more beautiful.

Posted on Feb. 8th, 2007 | [Link](#) | [Leave a comment](#) | [Add to Memories](#) | [Tell a Friend](#)

Friends User Info

Hi, I'm Sam and I'm 16. I live in a rural area with my family and go to a secondary school.

Most of all I love science and maths and working on the computer. I would like to go to university and study ICT (Information and Communication technology). I'm a very responsible person and I always do what I promise. I never miss deadlines. I find spelling difficult and I often have to use spell checker to make sure I haven't made any mistakes. Also I'm not a very confident person and I don't like talking in front of the class.

Posted on Feb. 9th, 2007 | [Link](#) | [Leave a comment](#) | [Add to Memories](#) | [Tell a Friend](#)

2c Complete the table in Ex. 2a for yourself. Compare your answers in pairs.

2d In pairs discuss the questions and report the results of your discussion to the class.

- 1 Is it easy to speak about your personal qualities? Why?
- 2 In what life situations might we need to talk about them?
- 3 Is it important to understand your personal qualities? Why?

3a Do the Personal Qualities Quiz. Use the scheme:

- 1 — totally unlike me
- 2 — rarely like me
- 3 — sometimes like me
- 4 — usually like me
- 5 — always like me

Personal quality	Explanation
<b>reliable</b> 1 2 3 4 5	Other people can ask you for help if they have a problem or trust you with a secret.
<b>reasonable</b> 1 2 3 4 5	You always take wise decisions and behave in a sensible and fair way.
<b>confident</b> 1 2 3 4 5	You are always sure in what you are doing.
<b>careful</b> 1 2 3 4 5	You always think about what you are doing so that you don't do anything wrong.
<b>enthusiastic</b> 1 2 3 4 5	You are very interested in what you are doing.
<b>ambitious</b> 1 2 3 4 5	You are determined to be successful, rich or famous.
<b>honest</b> 1 2 3 4 5	You never tell lies or cheat people.
<b>jealous</b> 1 2 3 4 5	You are angry because someone else has something you would like or can do something you would like to do.
<b>generous</b> 1 2 3 4 5	You are always willing to give or share.
<b>moody</b> 1 2 3 4 5	You often become unhappy or angry without any reason.
<b>shy</b> 1 2 3 4 5	You feel nervous and embarrassed in the company of other people.

3b Read the explanations again and choose the right Russian equivalents for these words.

- In two cases more than one choice is possible.

1 **reliable**

- a) добрый
- в) достоверный
- с) надежный

2 **honest**

- a) добродетельный
- в) честный
- с) чистосердечный

3 **jealous**

- a) завистливый
- б) ревнивый
- с) злой

4 **generous**

- a) великодушный
- б) щедрый
- с) обильный

5 **moody**

- a) грустный
- б) вспыльчивый
- с) поддающийся переменам настроения

6 **shy**

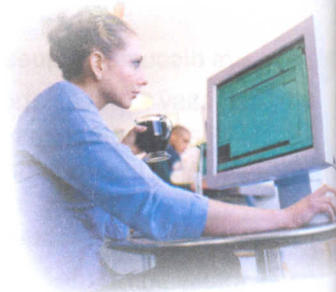
- a) застенчивый
- б) нервный
- с) нерешительный



**3c** Look through the quiz again and find the words for their Russian equivalents.

- 1 уверенный
- 2 полный энтузиазма
- 3 разумный
- 4 целеустремленный
- 5 осторожный

**3d** In pairs compare the results of the quiz. Say how much you have in common.



### Vocabulary

**4a** In the quiz find one word to complete each sentence.

**Example:** You can be angry and unhappy because someone has something that you would like to have. You are *jealous*.

- 1 You look both ways to be sure that there is no car on the road before you cross it. You are...
- 2 You always tell the truth. You are...
- 3 If you are sure of yourself you are...
- 4 People think you are... if you work hard and always do your work on time.
- 5 As you behave in a practical way you are...
- 6 If you always know what you want and do everything to get it, you are...



**4b** Complete the table using the quiz.

- What suffixes are used for adjectives?

Noun	Adjective
Confidence	
Care	
Ambition	
Reason	
Anger	
Success	

**4c** Form adjectives from the nouns and verbs using the suffixes in the box.

- |              |       |
|--------------|-------|
| 1 enthusiasm | -ive  |
| 2 rely       | -ic   |
| 3 health     | -ful  |
| 4 cheer      | -ous  |
| 5 success    | -y    |
| 6 attraction | -ing  |
| 7 nerve      | -able |
| 8 mood       |       |



### Writing

**5a** Choose your four best qualities and complete the table.

My best qualities	Examples of behaviour
1	
2	
3	
4	

**5b** Write a paragraph describing your best personal qualities.

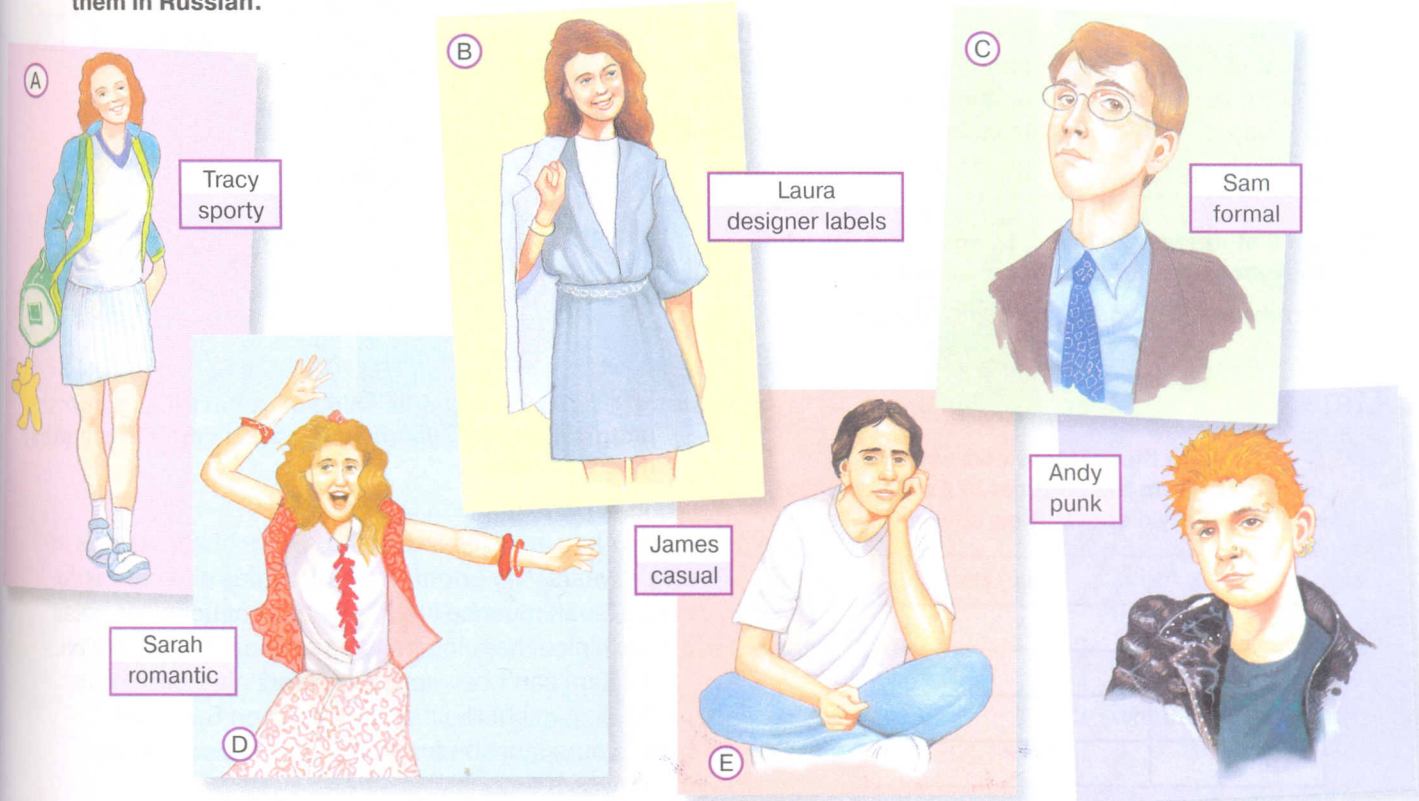
#### LANGUAGE SUPPORT

I'll tell you a little about myself.  
 I'm quite / not very...  
 I can spend my day...  
 I think I should...  
 In the future I would like to...  
 Also, I'm...  
 I don't want to...  
 What I do want is...

# Lesson 3 It's stylish!

## Vocabulary

1a Look at the pictures, read the names of the styles in clothes and say what you would call them in Russian.



1b Say which of the pictures in Ex. 1a describes your style best.

**Example:** I don't like formal things like suits and ties. Boring! I prefer looking a bit romantic. White, pink, bright blue and green are my colours.

## Language work

2a Read what Charlie thinks about Tracy and answer the questions.



Tracy must be at school. She's 15. She likes wearing sporty clothes, so she might be a tennis player. Perhaps she could be a rock music fan. She can't be an aggressive type of person. She has a charming smile.

- 1 Is Charlie sure that Tracy is a pupil? Is there any evidence?
- 2 Why does Charlie think that she is not aggressive?
- 3 Is it true that people who wear sporty clothes always do sports? Can Charlie be sure that Tracy does sports?
- 4 Is there any evidence that Tracy loves rock music or is it a guess?

**2b** Look at the people in Ex. 1a and say what you think about their character judging by their appearance.

- Use the LOOK box and the words in the box.

creative	serious	cheerful
understanding	confident	honest
shy	jealous	enthusiastic
attractive	sporty	careful
(un)friendly	aggressive	healthy
(dis)honest	reliable	successful
charming	generous	lucky

**LOOK**

**Modal verbs expressing deduction**

**must V**

Tracy **must be** at school. She is 15.

**can't V**

She **can't be** aggressive. She has a charming smile.

**could V / might V**

She **could be** a rock music fan.

She **might do** sports.

**2c** Look at the people in Ex. 1a again and say where they **must / could / might be going to**.

**Example:** Tracy might be going to a gym.

**Listening**

**3a** Listen to these interviews with the teenagers from the pictures in Ex. 1a and find out if their style shows their character.

	Yes / No
Andy	
Sarah	
Sam	
Laura	

**3b** Read what Charlie said about the teenagers in the pictures (Ex. 1a), listen again to the interviews and say if he was right.

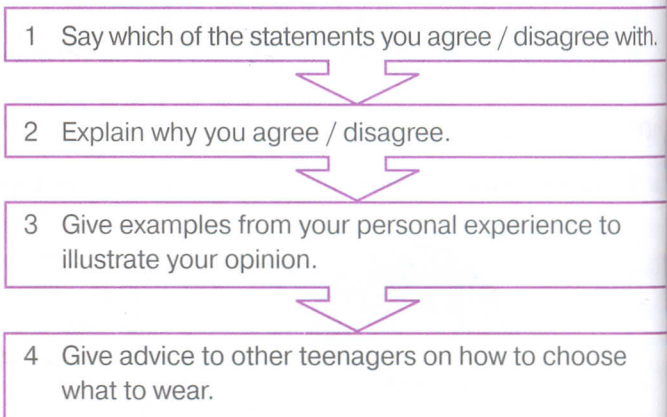
- Andy might be a DJ.
- Andy must love to be the centre of attention as he wears very bright clothes and has a funny hairdo.
- Sarah must be indifferent to what her classmates think of her clothes. She does not follow fashion.
- Sam can't be sporty. He wears glasses.
- Sam might like casual clothes on Sundays.
- Laura must be from a rich family because she wears expensive clothes.

**Speaking**

**4** In groups of three or four discuss the following statements and report the results to the class.

- Use the plan alongside the statements to organise your report.

- A People are what they wear.
- B Clothes never tell the truth.
- C The right choice of clothes helps a lot.



**Writing**

**5a** Choose one of the statements in Ex. 4 and write a short paragraph on the topic.

**5b** Choose a place you are going to and write a short paragraph about what you would wear.

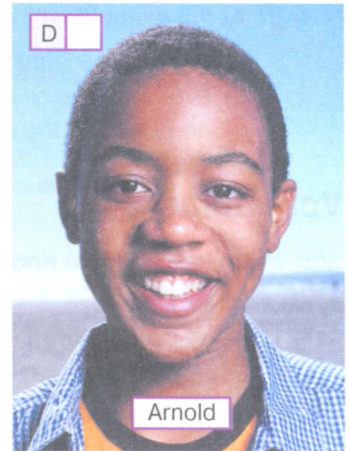
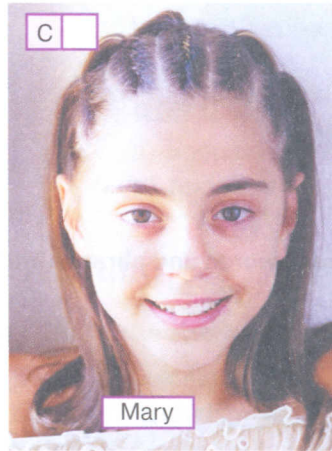
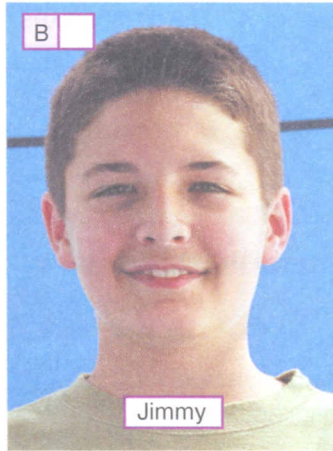
**Example:** *If I were going to a birthday party, I would dress differently because it depends on whose party it is. If I were going to my granny's birthday party, I would certainly put my blue dress on as my granny likes it very much, and I do too.*

- a picnic
- a sport competition
- a rock / pop concert
- school
- a disco

# Lesson 4 Are you a party person?

## Reading

1a Read what people say about parties and match the photos with the texts.



① It was my elder brother Charles' birthday and he was coming home from Oxford after graduating from university. So there were two reasons for a party. But my parents and I **kept it a secret** from Charles.

Charlie is lively and he likes crazy jokes and being at the centre of an event. He hates **being on his own**.

When he entered the house it was dark and seemed empty. But the next moment there were all his friends with presents, kisses and balloons. The funniest thing was when we all started throwing empty eggs at each other and somebody threw a cake at Charlie and then we all sang round him and he was laughing. We all had great fun. And Charlie was really happy. Everyone's been talking about the fun. And now it seems that the whole town knows about the party.

- 1 Did people start talking about the party some time ago?
- 2 Are they talking about it now?
- 3 What was the result?

② I'm very **shy** in public and I usually **stay away from** discos and parties where there is dancing. I'd love to be more outgoing like Katy and Nina. They invited me to a fancy-dress party on Sunday. We all wore masks and I was dressed like Snow White. I felt safe in those clothes. So I soon **joined in** the dancing and I was a real hit as a dancer. I loved it and, for once, I forgot about being shy. When I came back home my mum said, "You look tired and happy." And she was surprised to hear me say, "I've been dancing all night!"

- 1 Is the girl dancing now?
- 2 Has she finished dancing recently?
- 3 As a result of this how is she feeling about it?

③ I'm a real party person. I love being the centre of attention at parties and some people think that I'm **a show-off**. But that's not true. I just love being with people and having a good time. At parties I play jazz and sing rap and I'm always in a good mood. That's my idea of a great **evening out**. Since my last party I've been learning how to do tricks. And now I'm quite good at it.

- 1 Did the boy know how to do tricks before the party?
- 2 Did he start learning some time ago?
- 3 Is he still learning now?
- 4 What is the result?

**1b Read the texts in Ex. 1a again and choose the right answer.**

- |  |  |
|--|--|
| <p>1 Charles' family (Text 1)</p> <p>a) helped him to start his career as a party leader</p> <p>b) kept his secrets</p> <p>c) made a special day for him</p> | <p>3 The girl usually didn't go dancing (Text 2)</p> <p>a) because of her personality</p> <p>b) because she was a bad dancer</p> <p>c) because somebody had laughed at her</p> |
| <p>2 At the event (Text 1)</p> <p>a) there was a fight</p> <p>b) everyone enjoyed themselves</p> <p>c) no one liked the meal</p>                             | <p>4 The person likes (Text 3)</p> <p>a) learning</p> <p>b) performances</p> <p>c) being at the centre of events</p>   |

**Vocabulary**

**2a In Texts 1, 2 and 3 find these words and phrases and choose the right meaning.**

- |  |  |  |
|--|--|--|
| <p>1 <b>keep something secret</b></p> <p>a) put it somewhere in a secret place</p> <p>b) do not let other people know about it</p> | <p>3 <b>shy</b></p> <p>a) застенчивый</p> <p>b) раскованный</p>          | <p>5 <b>a show-off</b></p> <p>a) участник шоу</p> <p>b) воображала, позер</p>                              |
| <p>2 <b>be on his own</b></p> <p>a) оставаться собой</p> <p>b) оставаться наедине с самим собой</p>                                | <p>4 <b>join in</b></p> <p>a) присоединить</p> <p>b) принять участие</p> | <p>6 <b>have an evening out</b></p> <p>a) enjoy oneself away from home</p> <p>b) enjoy oneself at home</p> |

**2b Fill in the gaps with the right words from the texts.**

- |   |   |
|---|---|
| <p>1 I often felt nervous while talking to other people. I think I'm too s... .</p> <p>2 Some teenagers s... a... from all sorts of parties because they think they are not party people.</p> | <p>3 If you want to make your party a surprise, k... it s... .</p> <p>4 My friend and I went to a disco last night. It was a great e... out.</p> <p>5 Do you sing, Molly? Please, j... the choir.</p> |
|---|---|

**Language work**

**3a Answer the questions alongside Text 3.**

**3b Find more examples of the present perfect continuous in Texts 1 and 2 and do the following tasks.**

- Answer the questions alongside Texts 1 and 2.
  - How are these three examples (in Texts 1, 2 and 3) different?
  - Suggest a rule for using the present perfect continuous.
- Check with the *Grammar reference*.

**LOOK**

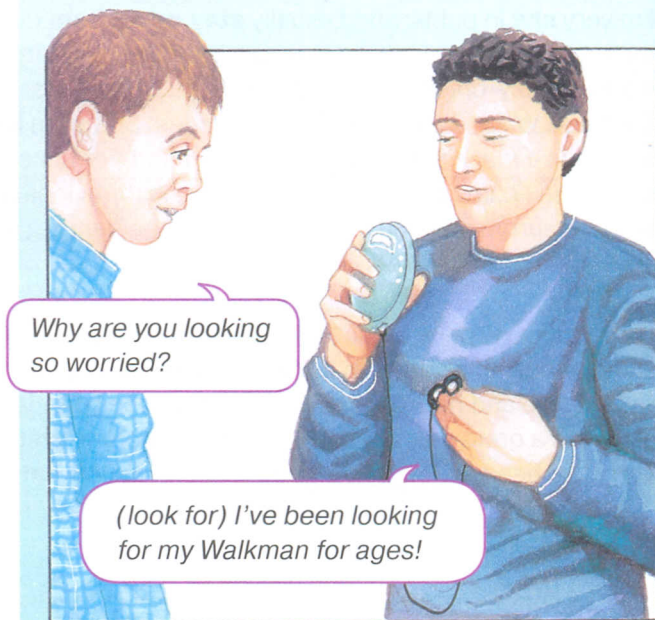
**Present perfect continuous**

**have / has been Ving**

I've been dancing all night.  
 I have been dancing all night.  
 How long have you been dancing?

**3c Answer the questions.**

**Example:**



Why are your hands covered with flour?

1



Why is your hair wet?

2



Your shoes are very dirty.

3



You seem to be out of breath.

4



## Translation

4 Read the sentences and choose the best Russian equivalent for the underlined words.

- We all had great fun at the party.
  - веселиться
  - иметь веселье
- I just love being with people and having a good time.
  - хорошо проводить время
  - проводить хорошее время

## Writing

5a Write about your personal experience of parties.

- Use the plan below.
- Say if you think you are a party person or not in one sentence.
  - Tell a story about a party you went to:
    - Why was the party organised?
    - Who was present?
    - What did people do?
    - What did you do?
    - How did you feel?
    - How do you feel about it now?

5b What could you say in these situations?

- Use the verbs in brackets.
- Write the answers in your exercise book.

**Example:** You are the host of the party.

You look very tired. (cook)

— I've been cooking for three hours.

- You look sick. You caught a cold two days ago. (be ill)
- You have passed your test. (study)
- Your parents have given you a new computer. You feel happy. (dream)
- Paul has got a wonderful shell from under the water. He dives well. (practise)
- Sam looks sad. She has not bought the video she wanted to see. (look for)
- You have prepared a present for your friend's birthday. You want it to be a surprise for him. (keep a secret)

# Lesson 5 Tame your time

## Warm-up

### 1 Match the sayings.

- |  |   |
|--|---|
| 1 Time heals all wounds.                             | a) Время — деньги.  |
| 2 Better late than never.                            | b) Не откладывай на завтра то, что можно сделать сегодня. |
| 3 Time is money.                                     | c) Время — лучший врач.                                   |
| 4 Never put off till tomorrow what you can do today. | d) Лучше поздно, чем никогда.                             |

## Reading

### 2a A youth magazine asked teenagers to write on *If I had another hour in every day!* Read the letters from Rick and Lucy and say if they have any problems with managing their time.

- Group A: Read Rick's letter.
- Group B: Read Lucy's letter.

Dear Sarah,  
Today's Sunday. I was at home working on my report on the local rivers and lakes that I have to present in class tomorrow when my friends called. They invited me to an internet café to take part in a game competition, but I couldn't go as I have a lot of things to do. After lunch I'm having an art lesson and I usually arrive just on time and my teacher keeps telling me that I should come **a bit earlier**.

Then my friend and I are meeting at the tennis court, and after that my dad and I are buying a present for my granny, which might take a lot of time. When I get back I have to practise the piano for at least an hour and a half. If there were no music school on Monday, I wouldn't do it today. After dinner I have to take my dog for a walk and then I have to do my English.

I never **waste my time**. I'm going to **be busy** the whole day and I'm sure that at the end of the day I'll be very tired. This is always the case with me. If only I had another hour in every day!

Love,  
Rick

- 1 Does he want to practise the piano?
- 2 Do you think someone has told him to practise the piano?
- 3 Is it necessary for him to practise the piano? Why?

Dear Sarah,  
I've had a great day today. In the morning as soon as I started to do my homework the telephone rang and I was so happy to hear Nelly, a friend of mine, and she told me all sorts of stories about her friends and we chatted about the last episode of *Friends*. It took us about an hour or more! Then I put some of Nelly's stories into my diary and illustrated them with pictures. By this time I had to go to school.

At school there was a poetry contest and a boy from our class got the first prize. His poem was great! Then I tried to write a poem but managed to write only two lines. After I came back home I fell asleep and had the most fantastic dreams and I decided to write about them in my diary. Some day I might write a fantasy about my dreams.

It's late at night at the moment and I'm writing to you. Unfortunately, I'm **short of time** and I won't be able to do my homework carefully. My mum says I'm **lazy** because if a job is difficult I **put it off** to another day. If I had one more hour a day I would **spend it on...** I really don't know on what.

Love,  
Lucy

### 2b Read again and answer the questions.

- Report what your group has found about Rick / Lucy.
  - Decide whether he / she is good at managing his / her time.
- 1 How many things did Lucy / Rick do?
  - 2 Did Lucy / Rick plan any activities for the day?
  - 3 Did Lucy / Rick manage to do everything they planned? Why?
  - 4 Would Lucy / Rick want to change anything if there was a chance?
  - 5 How does Lucy / Rick feel about the day?

2c Give advice to Rick / Lucy on how to organise his / her time better.

### Vocabulary

3a Find the phrases in the texts which mean:

- 1 немного раньше (Rick's letter)
- 2 тратить время (Lucy's letter)
- 3 быть занятым (Rick's letter)
- 4 лениться (Lucy's letter)
- 5 откладывать (на некоторое время) (Lucy's letter)
- 6 иметь мало времени (Lucy's letter)
- 7 терять время (Rick's letter)

3b Give at least three reasons that might stop you from managing your time well.

- Use the words and phrases from Ex. 3a and those in the box.

**Example:** *If a job is difficult I might put it off to another day.*

.....  
 : leave until the last minute    be late for :  
 .....

### Language work

4a Answer the questions below Rick's letter.

4b Say what you have to do this week. Why?

**Example:** *I have to surf the internet because my teacher asked me to find information on tornadoes in the USA...*

**LOOK**

**Modal verb *have to***

**don't** have to = **not** have to

I **have to** practise the piano.

I **don't have to** do it now.

### Writing

5 Fill in the table following the instructions.

- 1 Make an unrealistic timetable for the weekend: include everything you have to do and you'd like to do. Use a pencil.
- 2 Think of how much time will be enough for each activity and write it in the appropriate box.
- 3 Count the total time.
- 4 Make your timetable realistic by crossing out / erasing the things that can wait or you can live without. Or you may want to add something else.
- 5 Think what can prevent you from doing each of the things now left in your timetable.
- 6 Try to carry out your timetable.

### BUDGETING YOUR TIME

	How much time I need for this activity	What can prevent me from doing it
<b>Things I have to do</b>		
1 Homework	2 hours	
2		
...		
	<b>Total:</b>	
<b>Things I would like to do</b>		
1 Play a new computer game	2 hours	
2		
...		
	<b>Total:</b>	



# Lesson 6 I have changed

## Listening

1a Listen to the radio programme and say what the main topic is.

1b Listen again and for questions 1–4 fill in the missing information.

● Use only one word in each case.

- |                                   |                               |
|-----------------------------------|-------------------------------|
| 1 Simon has got interested in ... | 3 Claire has become more ...  |
| 2 Nelly hasn't changed her ...    | 4 Robbie listens in class ... |

## Language work

2a Read what the teenagers have said and answer the questions alongside the pictures.

I've **recently** joined a rock band and it takes all my free time. And I've started taking my music lessons seriously **lately**.

- Has he been playing with the band for a long time?
- Did he start playing with it not long ago?
- Did he always take his music lessons seriously?
- Has he changed his attitude to it?
- Did it happen long ago?
- What makes you think so? (In both cases.)



Simon

I haven't changed my style **yet**.

- Has she already changed her style?
- Is she going to change her style?
- What makes you think so?



Claire

I've always been cheerful and creative, and that hasn't changed — I'm **still** cheerful and creative.

- Did she have the same character earlier?
- Has anything changed in her character?
- Does she think that she may change?
- What makes you think so?



Nelly

2b Complete the sentences.

**Example:** I've joined a rock band and I (lately / started / have / seriously / taking music).  
 – I've joined a rock band recently and I've started taking music seriously lately.

- 1 I used to see Nancy a lot but I (her / lately / not / seen / have).
- 2 I've always been openhearted and I (openhearted / still / am). That hasn't changed.
- 3 I've changed a lot but I (yet / lost / not / love for hamburgers / my / have).
- 4 Sally (recently / moved / has / to a new flat).
- 5 I can't go out as I (not / yet / my work / done).

Speaking

3a Write down three things that you think have changed in you recently or lately and three things that haven't changed.

- You can use the ideas from the box.

- take my lessons seriously
- cut hair
- grow up
- become more reliable
- arrive at (meetings) on time
- become taller / thinner
- become more generous
- understand my parents / brother / sister
- like my character / appearance

**Example:** I've started to take my lessons seriously lately. I've always been a good listener and I'm still a good listener.

3b Write down at least one thing that you would like to change in yourself but you have not changed it yet.

**Example:** I haven't changed my style yet but I'd like to change it.

4 Write a paragraph starting with the phrase *It is amazing how much I have changed.*

LOOK

**Adverbs associated with tenses:**  
*lately, recently, still, yet*

**(Recently)** I've **recently** joined a rock band **(recently)**.

**(Lately)** I've started taking my music lessons seriously **lately**.

I haven't changed my style **yet**.

I'm **still** cheerful and creative.

3c Find what you and your classmates have in common.

- Follow the steps.
- 1 With the notes you made in Ex. 3a and 3b walk around the class and find at least one person who has written about the same change as you.
- 2 When you have found the person, find out as many details about the change as you can.

**Example:** (I have become more creative lately.)  
 Why do you think so? Are you happy with this change? etc.

- 3 Answer your partner's questions.
- 4 Report to the class what you and your partner have in common.



# Lesson 7 Check your progress

## 1 Choose the right phrase.

- |   |  |
|---|--|
| 1 Never ... until tomorrow what you can do today.<br>a) put away    b) put off    c) put on               | 4 I usually ... parties because I don't like dancing.<br>a) stay away from    b) stay on<br>c) stay away with                    |
| 2 Don't be so sad, Sally. Please ... the party.<br>a) join in    b) join with    c) join to               | 5 I love to have fun with my friends but sometimes<br>I prefer ... my own.<br>a) to be away from    b) to be on    c) to be with |
| 3 We can't buy a bicycle, I'm afraid. We're ... money.<br>a) short with    b) short out of    c) short of |  |

Score: 5

## 2 Complete each sentence with the word at the end of the line.

- Change the form as necessary.

**Example:** Individuals born under this zodiac sign are usually quite polite, generous and of a jolly nature.

They have a brilliant mind and their intelligence gets easily reflected in the way they talk and look. They are very (1) ... , kind-hearted, and (2) ... by nature. Money comes easily to them and they are very (3) ... with it. You will hardly find them wasting their money. Gemini individuals are very good at discussions and are very (4) ... . However, they face a lot of difficulties while going up the ladder of (5) ... . They love the finer things in life, like arts, dance and music.

generosity

confidence

enthusiasm

care

ambition

successful

Score: 5

## 3 Fill in the gaps with *must*, *can't*, *could* or *might*.

Andy: Look, there's light in the window. It (1) ... be Mum. She's usually at her office at this time of the day, but do you think she could have come back earlier?

Rick: I don't think so. As far as I know she went to London on a business trip today. No, certainly, it (2) ... be Mum.

Andy: And Dad? It (3) ... be Dad either. He's abroad at the moment.

Rick: Ah, I see now. Sarah's got the key. It (4) ... be Sarah.

Score: 4

## 4 Choose the right form of the verb.

- "You know Manchester well." — "I *was* / *am* / *have been* living here for ten years."
- I wrote to Ronny a week ago but he *doesn't receive* / *hasn't received* / *hasn't been receiving* the letter yet.
- I'm so happy. Since I returned home I *am* / *have been* / *was* playing tennis every day.
- Tom hasn't changed a bit. He *is still* / *has still been* / *was still* a serious boy.

Score: 4

## 5 Choose the best translation.

- Goodbye, Jimmy. Please keep in touch.  
a) Пожалуйста, держись вблизи.  
b) Свяжись со мной.
- I usually arrive on time.  
a) Обычно я приезжаю вовремя.  
b) Обычно я приезжаю на время.

Score: 2

6a Read the interview with Nick Freeman and match the questions with the paragraphs.

- There is one extra question which you do not need to use.
- 1 Would you ever let your style be influenced by anyone?
- 2 What style do you prefer?
- 3 Do you think boys care about how they look?
- 4 What were the worst clothes you've ever worn?



A

Usually, for guys it's not so important, but for me, my appearance does matter. After all, I expect girls to take care of how they look, and I want to look as good as they do. Girls do notice your hair, and a lot of guys don't have such great hairstyles, but it's easy for boys really — if you wear a suit, people will think you are smart and serious. And that's my usual style. Sometimes, I do dress down and put on an old T-shirt and a pair of jeans, with some trainers. In the end, though, I think the most important thing is personality; when you meet girls that's what shines through. But it does help to look as good as you can.

B

Let me think... in my fourth year at school, I had this top from a shop in the Kings Road, in Chelsea, which was dead trendy at the time. I thought I was really cool, and my mum thought I looked great too! The top was bright red and it had some kind of trendy logo on it. I wore it with turned-up jeans and Doc Martens. Last Christmas my mum showed me the photo of me wearing the top and jeans, and I just thought: "Oh, no!" It was an accident waiting to happen. But it got worse actually. When I was doing my A-levels, I bought a tight beige top with something like "Stretched To Fit" written on it. I thought it was really great, but... it was the worst £10 I've ever spent in my life.

C

No way! I wear what I want to wear. My fashion style isn't dictated by what's on the high street, and no girl is going to tell me what to wear. Probably, if I am honest it has more to do with what my mates are wearing. The main thing, though, is to feel confident about yourself. If you're not comfortable with what you're wearing, you don't feel confident, so I'd only wear what makes me feel good.

Score: 9

6b Read and decide true (T) or false (F).

- 1 Nick thinks that boys should look like girls.
- 2 He thinks that a good hairstyle is important for a boy's image.
- 3 Once Nick had an accident because of his clothes.
- 4 He was not very happy with his top designer clothes when he was at school.
- 5 He does not care a lot about what is in fashion.
- 6 Nobody influences his style.
- 7 He feels good when he is wearing what other young people wear.

Score: 21

Total score: 50

## Lesson 8 Do You Know Me? quiz

You are invited to take part in the *Do You Know Me?* quiz. You can win a prize if you prove that you know your classmates best of all! If not, you will be able to learn many new and interesting things about your classmates! You will be able to tell things about yourself that nobody knows!



### 1 At home make a poster about yourself.

- Keep it secret from your classmates.
- Include:
  - a paragraph describing your best personal qualities (Ex. 5b Lessons 1–2)
  - a paragraph about your attitude to clothes (Ex. 5a / 5b Lesson 3)
  - a paragraph about your personal experience at parties (Ex. 5a Lesson 4)
  - your time management chart (Ex. 5 Lesson 5)
  - a paragraph starting with the words “It is amazing how much I have changed” (Ex. 4 Lesson 6)
- Add to your poster:
  - your emblem (It can be a drawing or a thing, a piece of art that you think shows most about your character. Be ready to explain how this emblem shows your personality.)
  - mysterious photos about you or your life
- Use the chart on the next page. (Choose as many categories as you like.)



## ASSOCIATIONS CHART

Category	I can associate myself with	Reasons
Plant		
Colour		
Clothes		
Animal		
Music		
Sport		
Furniture	<b>Example:</b> chair	<i>Because I'm easy to deal with and don't like to be on my own. I'm creative and not very serious.</i>
Season		

DO NOT PUT YOUR NAME ON THE POSTER!

2 In class take part in the **Do You Know Me?** quiz.

- 1 Give your poster to your teacher so that nobody can see it.
- 2 Take any other poster and read very carefully about one of your classmates. Try to guess who he / she is.
- 3 Present the person whose poster you have read. Say your guess about who this is and give your reasons.
- 4 Listen to other presentations and take part in the discussion about who that person is.
- 5 Show your poster and answer your classmates' questions.



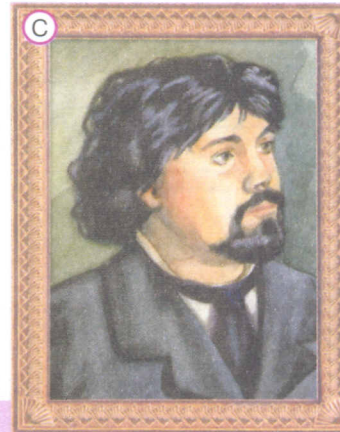
# People who stand out

## Lessons 1–2 Everybody knows them

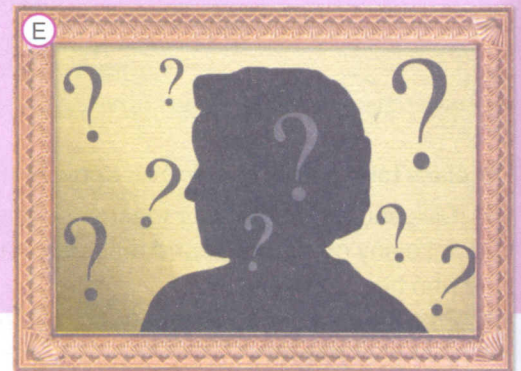
### Warm-up

1a Look at the pictures and say who:

- 1 changed the course of history in one of the biggest countries in the world
- 2 was famous for his great paintings
- 3 was one of the greatest heroes in the battle for Russia
- 4 has been a pop star since the Seventies



1b Who do you think should be in the empty frame? Why?



### Vocabulary

2a Read the words in the box and mark those that you do not know and cannot guess.

star superstar celebrity world-famous best-known well-known  
 make a name for oneself / make one's name as achieve / win fame genius  
 become famous (overnight) brave courageous hero outstanding prodigy

2b Find the meaning of the words you do not know.

- Two of the definitions are in the wrong place.

1 prodigy <i>n</i>	a) to succeed in doing something (especially hard)
2 celebrity <i>n</i>	b) somebody who is famous, especially in a particular place among a particular group of people
3 brave <i>adj</i>	c) can be said of someone who is not afraid of taking risks, and seems to like doing new, dangerous, unusual or shocking things
4 courageous <i>adj</i>	d) can be said of someone who does not show that he / she is afraid in a frightening situation or when he / she has to do something dangerous, painful or unpleasant
5 achieve <i>v</i>	e) a person who has unusual and very noticeable abilities, e.g. an unusually clever child may be called a child...
6 outstanding <i>adj</i>	f) much better than most others

2c Group the words and phrases in Ex. 2a according to the headings in the table.

Words for famous and successful people	Phrases for becoming well-known	Words for special beha

**Reading**

3a Match each heading in the second column with the appropriate paragraph starter in the third column.

Order	Biography of a famous person	
	Career	1 He / She was born in...
	Dates and birthplace	2 He / She (...) is well-known / world famous ...because... 3 People all over the world know / remember him / her because...
	Education	4 He / She (has) got... / made... / received... / won... 5 He / She (has been / was) awarded... 6 He / She (has been / was) a success because...
	Why she / he is famous	7 He / She (has been / was) known as a ... (features of character and behaviour)
	Achievements	8 He / She studied in / attended / graduated from /...
	Personality	9 He / She (has) worked as...

3b Put the headings in Ex. 3a in a logical order. Use the first column for numbering.

- Discuss your order in pairs.
- Is the order of the paragraphs important? Why?
- Do you think that the order of the paragraphs should be always the same? Why?

3c Group and order the paragraphs on page 56 to make two texts.

Walter Elias Disney	1	2	3	4	5	6



Timur Bekmambetov	1	2	3	4	5	6



**A** Walt Disney is known as a famous cartoonist and a creator of studios and entertainment theme parks. He made many wonderful, enjoyable movies like: *Snow White and the Seven Dwarfs*, *Pinocchio*, *Bambi* and many more. He also created Mickey Mouse. Walt Disney was a brilliant man and he will always be remembered for the enjoyment he gave so many people.

**B** He worked hard throughout his schooling. Walt developed his talent when he attended the Academy of Fine Arts at night. At the same time he took a job as a paperboy to support himself.

**C** Actors who work with him always say he is “a director who has talent and integrity”. “I love big posters and big trailers for a big movie that plays in big theaters. I live in an ambitious country, and a film culture in an ambitious country must be ambitious,” adds he.

**D** In 1923 he signed a contract to make cartoons. With his older brother, Roy, Walt moved to Los Angeles to set up a cartoon studio. The year 1928 was a big year for them: the Disney cartoon characters Mickey and Minnie Mouse first appeared in a film called *Steamboat Willie* and Mickey, Minnie and Walt Disney became famous.

**E** He was born on 5 December, 1901 in Chicago, Illinois.

**F** He achieved so much in his lifetime. He made more than fifty full-length movies and won 48 Academy Awards. The first Academy Award came in 1932 for *Flowers and Trees* in the best cartoon category. In 1955 when Walt was 54, he opened the Disneyland theme park... and he did not stop there. Before his death in 1966, he bought the land for Disney World in Florida.

**G** Although he is only 47, Timur Bekmambetov is already one of the most famous directors in world cinema. His hits are *Night Watch (Nochnoi Dozor)* and the sequel *Day Watch (Dnevnoi Dozor)*. Based on a popular series of books by the Russian author Sergey Lukyanenko, the films explore the age-old struggle between good or “light” forces, who operate during the day with supernatural powers, and evil, “dark” forces, who move about at night. He is now going to begin filming the third film in the *Night Watch* series.

**H** Born in June 25, 1961 in the small town of Guryev, Soviet Union — now Atyrau, Kazakhstan — Bekmambetov spent his childhood watching all kinds of films, as well as priding himself on being the only inter-continental student at his school. Each day he walked to school, Timur crossed a bridge from his home in what was technically Asia, over to his school in Europe. He made his very first movie, a ghost story, when he was 10 years old, shooting with an 8 mm camera at a summer camp.

**I** His first job was working as a set designer for film and theater. In 1992, he wrote and co-directed his first film, *Peshawar Waltz*, about the war in Afghanistan. The Bekmambetov made a name for himself by directing commercials and music videos. He worked on campaigns for Pepsi and Daewoo cars, getting several advertising awards for his work.

**J** He was very hard-working, talented and motivated. He felt that all the people who worked for him were part of his family, the Disney family. He was also very generous to the young and the old.

**K** Timur Bekmambetov has made a number of films that have had enormous success in Russia and abroad. He has received several international awards for his films: a Silver Raven at Brussels International Festival of Fantasy Film and the audience award as the best director at European Films Awards, etc, and has earned a reputation as one of the most innovative and in-demand directors in Russia.

**L** The director graduated from the prestigious A. N. Ostrovsky Institute of Theatrical Arts in Uzbekistan in the 1980s.

**GLOSSARY**

- paper boy** — разносчик газет
- integrity** — честность
- ambitious** — cf *Russian* амбициозный
- sign a contract** — подписать контракт
- sequel** — продолжение
- age-old** — древний
- supernatural powers** — сверхъестественные силы
- pride oneself on** — гордиться чем-либо
- inter-continental** — межконтинентальный
- innovative** — оригинальный, современный
- in-demand** — востребованный
- prestigious** — cf *Russian* престижный

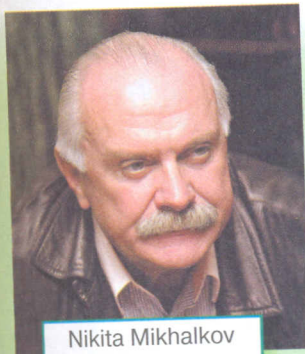
- 3d Give a heading to each paragraph in Ex. 3c.**
- Use the headings from the second column in Ex. 3a.

## Language work

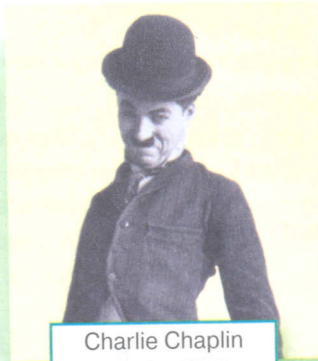
4a In paragraphs F and K in Ex. 3c find the underlined words and answer the questions.

- 1 What verb form is used in paragraph F? In paragraph K?
- 2 Why are different tense forms used in these two paragraphs?
- 3 Does it help you to understand who is dead and who is alive?
- 4 What heading did you give to these paragraphs?
- 5 Why is the difference in tense important here?

4b Look at these art and culture celebrities and put the verbs in brackets in the correct verb form.



Nikita Mikhalkov  
(1945)



Charlie Chaplin  
(1889–1977)



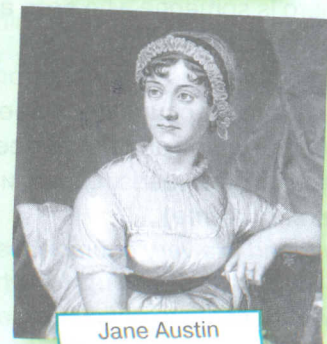
Dmitri Kharatyan  
(1960)



Anna Netrebko  
(1971)



Tchulpan Khamatova  
(1975)



Jane Austin  
(1775–1817)

- 1 Nikita Mikhalkov ... (make) wonderful films such as *A Slave of Love*, *Five Evenings*, *The Barber of Siberia* and many others.
- 2 From 1811 until 1815, Jane Austin ... (write) her three major novels *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park* and ... (achieve) success as a published writer.
- 3 Anna Netrebko ... (sing) many soprano parties in different operas and ... (become) one of the music world's most beloved stars. She ... (also, appear) throughout the world in concerts, musical performances and festivals.
- 4 Charlie Chaplin ... (work) in the USA in silent black and white comedy films.
- 5 For her brilliant performance in the play *Mamapapasonsobaka* in Sovremennik Theatre Tchulpan Khamatova ... (receive) a prize for the best female role.
- 6 Dmitri Kharatyan ... (play) leading roles in many Russian films.

5 Write a biography of any famous person of your choice (about 150–200 words). Display your biographies in class and decide on the best work.

- Use Ex. 3a and 3b to help you.
- Pay attention to the verb tenses.

# Lesson 3 Who is a hero?

## Warm-up

- 1a Look at the pictures on pages 58–59. What do you think they show?
- 1b Read the phrases and say which of them describe a real hero.
- 1 a famous basketball player who is a star in the NBA
  - 2 a woman who stops working to care for her mother who is seriously ill
  - 3 a rich businessman who gives a very large sum of money to build a school for children who have no parents
  - 4 a nine-year-old girl who saves her little brother from a fire

## Vocabulary

- 2a Think of the Russian equivalents for the words and phrases in bold.

- The context will help you.
- 1 She has **set** herself the **goal** of getting a job in a good travel agency and she is doing everything to achieve it.
  - 2 A hero is someone who **sets an example** of brave behaviour.
  - 3 A little girl saved her kitten from the fire — it was a really courageous **deed** for her age.
  - 4 A man of words and not of **deeds**, is like a garden full of weeds (сорняки).  
(Nursery rhyme)
  - 5 My friend is a very courageous and honest boy. He will always **stand up for** what is right and never **gives up** in difficult situations. He is not afraid to **overcome** hardships on his way. That's why I **respect** him so much.
  - 6 I think heroes are **ordinary** people like you and me but they do **extraordinary deeds**.

- 2b Group the words in the box.

heroism   heroic  
 professionalism  
 economic   optimistic  
 minimalism   nationalism  
 romantic   optimism

Nouns meaning a quality	Adjectives meaning a quality



**Listening**

3a Listen to the interviews and tick who mentions what.

	My hero					
	is very courageous	is generous	is an ordinary person	is intelligent	my hero achieves his goals	stands up for what is right
Max						
Masha						
Stepan						

3b Listen to the interviews again and complete the sentences.

- 1 A hero is someone who ... .. of courage and bravery.
- 2 A hero is a person who will ... .. what is right.
- 3 People like him make speeches, write books and articles to ... ..
- 4 My heroes demonstrate their heroism through their ... .
- 5 I think heroes are ... people who walk in the street just like you and me.
- 6 I would define a hero as someone who ... .. and ... it.

**Speaking**

4 Look through the list below and tick five or six qualities of a hero and do the tasks.

- Compare your choices with your partner's.
- Tell your partner about somebody you think is a hero.
- Express your opinion about your partner's statements (agree or disagree). Give reasons.

**A hero is**

- 1 someone who sets goals
- 2 someone who never gives up
- 3 someone who tries hard to be a better person
- 4 someone who is a leader
- 5 someone who is helpful
- 6 someone who understands a problem and tries to solve it
- 7 someone who works hard to achieve a goal
- 8 someone who does something extraordinary
- 9 someone who finds good in everyone
- 10 someone who does good deeds every day
- 11 someone who thinks of others
- 12 someone who is famous

**Example:**

Pupil A: I think a hero is someone who does something extraordinary.

Pupil B: Do you think that a person who wears his jeans back to front is a hero?

Pupil A: No, but...

**LANGUAGE SUPPORT**

- I don't think so.
- That's exactly what I think.
- I am afraid I can't agree with you.



# Lesson 4 Record breakers

## Reading

1 Read the articles from the *Book of Records* and find the odd picture.



### Record breakers

**A** Robert Wadlow was born in 1918 in Alton, Illinois, USA. He weighed a normal 8 lb at birth and appeared normal in size, but within a few months it was clear that he was growing rapidly. At just six months old, the soon-to-be-giant already weighed 30 lb.

By the time Robert started school at the age of five, he was already wearing a suit made for an average 17-year-old! And at the age of nine, he could carry very heavy things — like his father who was 5 ft 11 in tall and weighed 170 lb. When Robert was 22 his height was 8 ft 11.1 in and he weighed 439 lb. He's the tallest man who ever lived!

**B** Ever tried pushing your father's car when it has broken down? Imagine pushing a truck, or a bus ... now be amazed by the guy who pulls Boeing 747s!

Strongman David Huxley was able to perform his most spectacular stunt when he dragged a 187-tonne Boeing 747 298.5 ft in one minute 27.7 seconds.

**C** Have you ever tried to memorise a sequence of cards in a pack? Dominic O'Brien memorised a random sequence of 54 separate packs of playing cards all shuffled together (2,808 playing cards) in London, UK, on May 1, 2002.

It took Dominic 11 hours 42 minutes to memorise the 54 packs, and reciting them back in the exact sequence took three hours 30 minutes.

**D** Ashrita Furman's got the milk when it comes to breaking records. In November 2003, the record-breaker milk-shaker managed to run a mile in just 8 minutes 27 seconds ... with a pint of milk balanced on her head!

- 1 Which of the underlined words in the texts relates to a general ability and which to a single event in the past?
- 2 Which of the underlined words can be translated as *MOR* and which as *CMOR*?
- 3 Was it easy or difficult for Ashrita Furman? How do you know?

Language work

2a Answer the questions.

- 1 Do you know what the highlighted words in Ex. 1 mean?
- 2 Can you translate them?
- 3 Can you recalculate them into the units of measure we use?

2b Answer the questions using metric units of measure.

- 1 How heavy was Robert when he was born?
- 2 How much did he weigh when he was six months old?
- 3 Was his father an ordinary man or a giant?
- 4 What is the world record for the tallest person?
- 5 What was the distance that David Huxley was able to pull the Boeing 747?
- 6 How much milk was Ashrita Furman carrying on her head?

3a Answer the questions alongside the text.

3b What kind of record do you think Alice, the girl in picture 2 in Ex. 1, set?

- Look at the table below and describe Alice's other achievements.
- Use *could*, *managed* or *was able*.

**Example:** Alice could run fast when she was three years old.



Age	Ability / Action
3	run fast run away from a big angry dog
4	win a chess game playing against her father play chess
9	drive a car win a child's race at the driving club
14	learn Hamlet's monologue in ten minutes memorise long poems

Writing

4a Answer the questions.

- 1 Which of the records (Ex. 1) impressed you most? Why?
- 2 Which of them does not require training?
- 3 Which of them would you like to try to beat if you decided to get into the *Book of Records*?

4b Write about the extraordinary things you / your relatives could or were able to do when you / they were three to 12 years old.

- You may refer to Ex. 3b.

For Your Info

1 in (inch)	дюйм	25.4 mm
1 ft (foot)	фут	30.5 cm
1 mile	миля	1.6 km
1 lb (pound)	фунт	453 g
1 pt (pint)	пинта	0.57 litre
1 t (tonne)	тонна	1,000 kg

LOOK

Could

I **could** read when I was five.

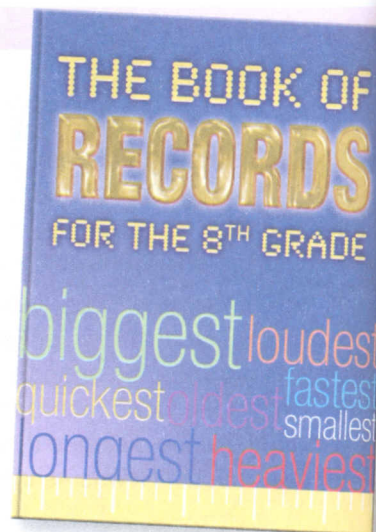
**was / were able (to); managed (to)**

It was dark outside and I **didn't manage** to read the letter.

# Lesson 5 Give it a try

## Warm-up

1 Look at the picture and say what records might be included in this book.



## Writing

2a Play the *Record game*.

- YOUR record can be included in *The Book of Records for the 8th Grade!*
- Play three games using the cards the teacher will give you.

2b Interview the winners about how they managed to win.

- 1 In groups think of five questions for the winner.  
**Example:** *How did you manage to achieve your result? etc.*
- 2 Invite the winner to join your group and ask the questions you have prepared.
- 3 Write the answers in your exercise books.

3a Read the *Record Book* entry and match the headings and the parts of the entry.

- The first is done for you.

- A Details (the road to fame)
- B Introduction
- C When and where it was done
- D What was done
- E Who did it

- 1 How many words are there in the English language that begin with the letter A?
- 2 Maria Gavrilova set an absolute record in our class!
- 3 She wrote 51 words in seven minutes.
- 4 It was in the English lesson on 5 December 2003.
- 5 The second best result was only 23 words.
- 6 Maria said that looking through the dictionary was her favourite occupation, and her family liked to play different word games.
- 7 When she was six, she managed to beat her father writing a list of words beginning with S, but it was in Russian!

3b Arrange the headings in Ex. 3a in a logical order to make a *Record Book* entry.

- What verb tense is used in the entry? Why?

1...
2...
3...
4...
5...

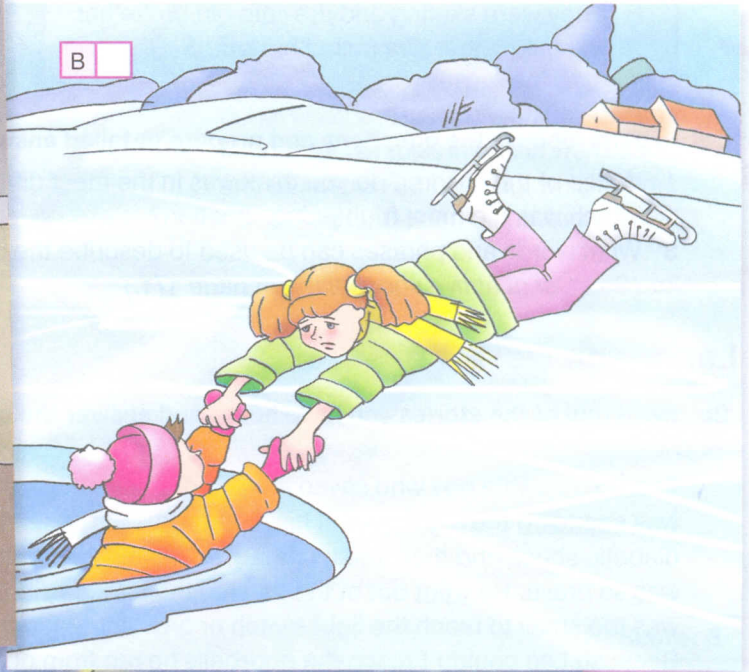
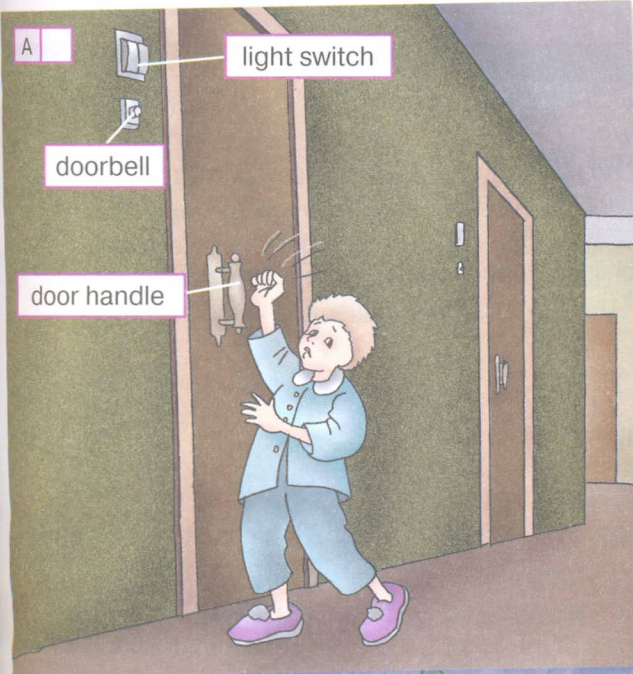
3c Write an entry about one of the records set in your class in the *Record game*.



# Lesson 6 Age doesn't matter

## Listening

1a  Listen to the interview and match the pictures with the three stories you will hear.



1b  Listen to the interview again and fill in the table.

	Age	Who was saved
Alex		
Kira		
Leo		



**1c Read the summaries and find the factual mistake in each of them.**

- Correct the factual mistakes.

A An old man went into diabetic shock and Leo managed to call the ambulance.

B They were skating and the little girl broke her leg on the ice. Kira pulled her out.

C They were riding, and one of the horses went crazy because of the thunderstorm. Mother got the horse under control and got help.

**1d In pairs discuss the questions and prepare detailed answers to them.**

- 1 Which of the children do you think was in the most difficult situation?
- 2 Which was the most frightening situation?
- 3 What words and phrases can be used to describe the children's behaviour?  
(See *List of active vocabulary* on page 171.)

**Language work**

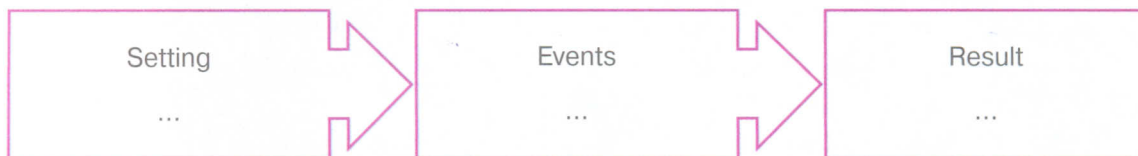
**2a Read one of the stories you have heard and answer the question alongside.**

There was a little boy who saved his grandfather's life. Leo, a five-year-old boy, was spending the night over at his granddad's flat, when his granddad went into diabetic shock and then into a coma. Leo understood that he had to get help. He was so brave. He went out of the flat into the dark corridor. The problem was he was too small to reach the light switch or any of the doorbells of the other flats. Because Leo couldn't reach the doorbells he ran from door to door in the dark and knocked on the doors until he managed to wake someone who called an ambulance. He saved his granddad's life.

Which of the underlined verb forms shows:  
a) a long action?  
b) a fact or event?

**2b What tense, the past simple or past continuous, is usually used in each part of a narrative?**

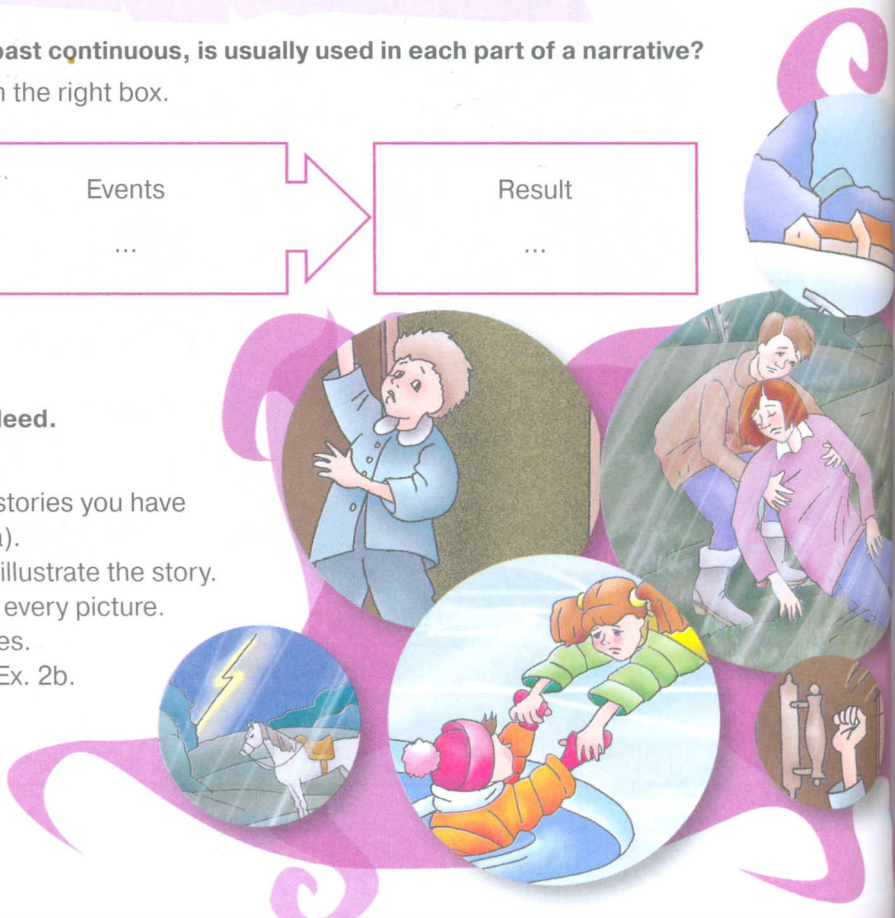
- Write the name of the tense in the right box.



**Speaking**

**3 Prepare a story about a heroic deed.**

- Follow the steps:
  - 1 In groups choose one of the stories you have listened to (about Alex or Kira).
  - 2 Draw two to four sketches to illustrate the story.
  - 3 Write down the key words for every picture.
  - 4 Tell the story using the pictures.
  - 5 Try to follow the flowchart in Ex. 2b.
  - 6 Use the correct verb tenses.



## Lesson 7 Check your progress

- 1 Some of the words in the sentences below are used in the wrong way. Find them and replace them with the words from the box.

famous superstar star hero fame name

1 Will Smith made his fame as a rapper. But he achieved real name after he played the world-famous boxer Mohammed Ali in the film *Ali*. He says that Ali is his celebrity — he sets an example of tolerance and courage.

2 Scarlett Johansson is one of the most outstanding film heroes, who made her film debut when she was only 10. She became famous for her roles in *Lost in Translation*, and *Girl with a Pearl Earring*, which were nominated for Golden Globe Award in 2003.

3 The film genius Keanu Reeves, became so courageous because his heroes are not only brave and strong, but sensitive too.

Score: 6

- 2 Fill in the gaps with *could*, *managed* or *was able*.

A The fans of Susan Montgomery Williams say she's full of hot air, and they're right! In her childhood she (1) ... (blow) huge bubblegum bubbles. In 1994, Susan Mont "gum"ery Williams (2) ... (to get into) record books with a 58.4 cm (23-inch) bubble! That's larger than the size of a basketball...

B The record depth for the dangerous sport of no-limits free diving by a woman is 125 m (411 ft) by Audrey Mestre Ferrera in Spain on 13 May, 2000. Taking just one single breath she (3) ... (to be underwater) for 2 min 3 sec. The depth is greater than Japanese submarines reached during World War II. She (4) ... swim very well when she was a little child.

Score: 4

- 3 Fill in the gaps with the words from the box.

- There is one extra word.

My grandmother is my (1) ... . She possesses the qualities that all (2) ... should have. She is an (3) ... woman with an (4) ... emotional strength and an intelligent mind. These characteristics and also the ability (5) ... helped her survive World War II when many people died. She had (6) ... a lot of hardships, but she saved her child. She also helped the people in her village and performed a real (7) ... when she (8) ... to save her friend's baby from the enemy.

My grandmother has always (9) ... of courage and reliability for me. I love her and deeply (10) ... her.

set an example to overcome  
to stand up for what is right  
ordinary heroic deed hero  
managed extraordinary  
respect goal heroes

Score: 10

**4 Find and correct the mistakes in the use of verb tenses in every sentence.**

- 1 Fernando Magellan has discovered straits that now have his name.
- 2 William Shakespeare has written the wonderful drama *Romeo and Juliet*.
- 3 Pavel Bure was a famous hockey player.
- 4 The Beatles have become well-known in 1963.
- 5 Yuri Nikulin has achieved his fame thanks to his talent and sparkling sense of humour.


**Score: 5**

**5 Choose the right verb form, the past simple or past continuous.**

On 20 July, 2001, 12-year-old Kostya and his father (1) *enjoyed / were enjoying* a swim in the Black Sea. Kostya's father (2) *slipped / was slipping* on a wet rock and broke his nose. Kostya (3) *left / was leaving* the water to find a towel. When he returned, he (4) *saw / was seeing* his father lying in the water. Kostya (5) *took / was taking* his 85-kg father under the arms and pulled him up into their car. He drove 15 miles to his uncle's house. His father was taken to hospital.

**Score: 5**

**6 Write a biography of Oleg Gazmanov using the facts in the table.**

Biography of a famous person (Oleg Mihailovich Gazmanov)	
1 Career	<ul style="list-style-type: none"> <li>● 1988 — a songwriter (<i>Lucy</i>, a pop song for children)</li> <li>● 1989 — the start of a singing career</li> <li>● Since 1989 — a constant participant and winner at the popular annual TV Awards show <i>Song Of The Year</i> as a singer, composer and a songwriter</li> <li>● Concert tours all over Russia and abroad (1997 — the USA)</li> </ul>
2 Dates and birthplace	July 22, 1951, the town of Gusev, Kaliningrad Oblast, Russia
3 Education	<ul style="list-style-type: none"> <li>● Kaliningrad Naval Engineering College</li> <li>● 1981 — Kaliningrad's Musical College, the guitar</li> </ul>
4 Why she / he is famous	A singer, composer and songwriter, one of the most famous pop stars in Russia
5 Achievements	<ul style="list-style-type: none"> <li>● Four times winner of the Ovatsia National Prize</li> <li>● Six albums</li> <li>● Honorary Master's Degree in Art of Popular Music</li> <li>● Medal for <i>Children's Love</i></li> </ul>
6 Personality	Originality, enthusiasm, fitness, optimism, hard-working, good-natured, talent, a special image on a Russian stage



**Score: 20**

**Total score: 50**

# Lesson 8 Hall of Fame



## Put together your Hall of Fame.

It may contain portraits / sculptures of different people:  
your classmates, your friends and relatives or any outstanding people you know.

### 1 For your project collect the following things:

- 1 photos / pictures of the people you want to include
- 2 a biography of a famous person (Lessons 1–2)
- 3 a paragraph expressing an opinion about what it means to be a hero (Lesson 3)
- 4 a list of extraordinary things that you / your relatives could / managed to do in your / their younger years (Lesson 4)
- 5 a *Class Record Book* entry (Lesson 5)
- 6 a story about a heroic deed (Lesson 6)

### 2 In small groups make a list of candidates for your gallery and agree on three people.

- Selection criteria:
  - 1 human qualities of the candidates, their talents and abilities
  - 2 deeds they performed
  - 3 their achievements

### 3 Prepare your presentation.

- Think of the following:
  - 1 the plan for your presentation
  - 2 the language you can use
  - 3 photos, pictures, etc

### 4 Present your Hall of Fame to the class and choose one candidate from each group for the Class Hall of Fame.

- Use the following evaluation list and assessment card to make your decisions.

Criteria	Scoring
Content	Nothing special. 1-----5 Extremely interesting.
Accompanying materials (photos, etc)	Not enough. 1-----5 A lot.
Presentation	Unprepared. 1-----5 Well-prepared.

### 5 Choose three pupils to present your Class Hall of Fame to other classes.

#### LANGUAGE SUPPORT

##### Language of discussion

##### Expressing opinions

- In my opinion...
- I would say...
- As I see it...

##### Agreeing

- Certainly.
- Of course you are right.
- I agree with you.

##### Disagreeing

- Yes, that's true, but...
- I don't think so.
- I don't think you are right.
- I'm against it.

##### Doubt

- I'm not sure about that.
- Well, it depends.
- Well, I don't know.

## Lesson 1 How creative are you?

### Reading

#### 1a Do the quiz "How Creative Are You?"

- 1 What do you collect?
  - a) cards, stamps, etc (2)
  - b) nothing (1)
  - c) your own creations, with your name on them (3)
- 2 What do you do on a long trip?
  - a) I read, do crossword puzzles. (2)
  - b) I fall asleep. (1)
  - c) I try to create a poem or a work of art. (3)
- 3 What is on your family's fridge door?
  - a) last year's school timetable (1)
  - b) colourful magnets holding up shopping lists (2)
  - c) all your creative work (3)
- 4 What do you see in an abstract picture?
  - a) a special feeling or idea (3)
  - b) colours (2)
  - c) colours and geometric shapes (1)
- 5 Which of these words best describe you?
  - a) curious (3)
  - b) open-minded (2)
  - c) not worried about anything (1)
- 6 How do you make decisions?
  - a) I discuss my choices with someone before I decide what to do. (3)
  - b) I choose the easiest way. (2)
  - c) I flip a coin or say "eeny, meeny, miney, mo". (1)
- 7 Which of these activities do you usually do in the evening?
  - a) I try to invent something new (a recipe, machine, etc). (3)
  - b) I do jigsaw puzzles, play with Lego or ride my bike. (2)
  - c) I watch my favourite TV show. (1)
- 8 Imagine you were someone else. Who would you be?
  - a) a famous scientist (3)
  - b) a goldfish (2)
  - c) a pop star (1)

### GLOSSARY

- mess** *n* — a situation when a place looks dirty, untidy
- open-minded** *adj* — с широким кругозором
- worry** ['wʌŋ] *v* — волноваться, переживать
- flip a coin** — бросать монету
- go "eeny, meeny, miney, mo"** — использовать детскую считалку
- machine** [məʃi:n] — машина



#### 1b Find your total score by adding the points in brackets and find out how creative you are.

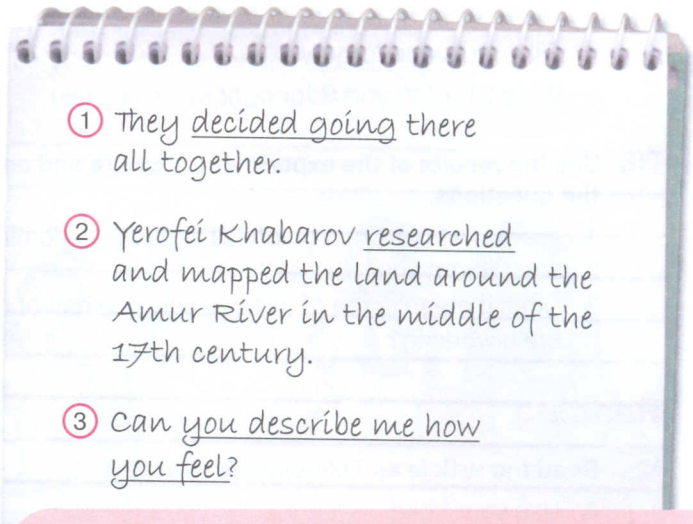
<b>8—13 points:</b>	Are you still lying on your bed watching TV? Think of something new. Collect something unusual. Listen to different music. Imagine you're someone else and live a day like him / her. Just try it!
<b>14—18 points:</b>	Follow your curiosity. <u>Explore</u> something new. Show off your hidden talent!
<b>19—24 points:</b>	You are VERY imaginative. You enjoy thinking. Keep exercising your brain!

**Vocabulary**

2a In Ex. 1a and 1b find the English equivalents for the following Russian collocations.

Russian	English
сочинять стихотворение	
описывают тебя	
решаю, что делать	
исследуй какую-нибудь новую область	
выбираю самый легкий путь	
изобрести что-нибудь новое	
обсуждаю варианты	
представь, что ты другой человек	

2b Here are some mistakes made by pupils in their reports. Using the dictionary entries below correct the mistakes.



**DICTIONARY ENTRIES**

**decide** — to make a choice or judgement about something, especially after a period of not knowing what to do. **decide to do sth** *Tina decided to go to Prague for her holidays.* **decide that** *It was decided that four London hospitals should be closed.* **decide who / what / how etc** *I can't decide what to do.* **decide for yourself** *You should decide for yourself whether to leave college.*

**describe** — to say what something or someone is like by giving details about them: *The police asked her to describe the two men.* **describe how / why / what** *It's difficult to describe how I feel* **describe sb / sth as** *Sara described him as shy.* **describe sb / sth to sb** *So describe this new boyfriend to me.*

**explore** — to travel through or examine an area in order to find out what is there or what it is like: *Lewis and Clark explored the territory from St Louis to the Pacific.*

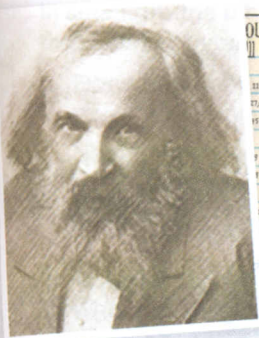
3a Write the underlined verbs in Ex. 1a and 1b in the verb column and form a noun for each of them.

- Check the form of the nouns with the text or with the *List of active vocabulary* at the end of the book.

**Example:**

Verb	Noun
<i>create</i>	<i>creation</i>

3b Translate parts of the sentences about the famous Russian scientist, Dmitry Mendeleev.



GROUP III	GROUP IV	GROUP V	GROUP VI	GROUP VII	GROUP VIII
C 12	N 14	O 16	F 19		
Si 28	P 31	S 32	Cl 35.5		
Ti 48	V 51	Ce 52	Mn 55	Fe 56	Co 59
?	As 75	Se 79	Br 80	Mi 55	Cu 63
	Nb 93	Mo 96	?	Ru 101	Rh 104
Sn 119	Sb 122	Te 128	J 127	Pd 106	Ag 108
Ca 40	Ta 182	W 184		Os 196	Ir 192
?				Pt 195	Au 197
Pb 207	Bi 210				
Th 232		U 238			

The Russian scientist, Dmitry Mendeleev, always admired the physicist Isaac Newton, but he (1 ... выбрал химию своей профессией). He (2 ... изучал) chemical elements all his life. In 1869 he (3 ... открыл) the Periodic Law of Elements. He also (4 ... изобрел периодическую таблицу) that has been used all over the world. He believed in (5 ... свое изобретение) so much that he (6 ... решил оставить) gaps for new elements and (7... описал) the properties of three of them.

3c In groups take a set of cards from the teacher and play the *First To Five* game.

# Lesson 2 Are you in your right mind?

## Listening

1a  In pairs listen to a psychologist and follow the instructions.

- Fill in the table for yourself.
- Write L for *left* and R for *right*.

1b Use the results of the experiment in Ex. 1a and answer the questions.

- 1 Are you whole-brain or left- or right-brain dominant?
- 2 What about your partner?
- 3 Does it mean some of us have only one half of our brain working?

	You	Your partner
1		
2		
3		
4		
5		
6		

## Reading

2a Read the article and choose the best title.

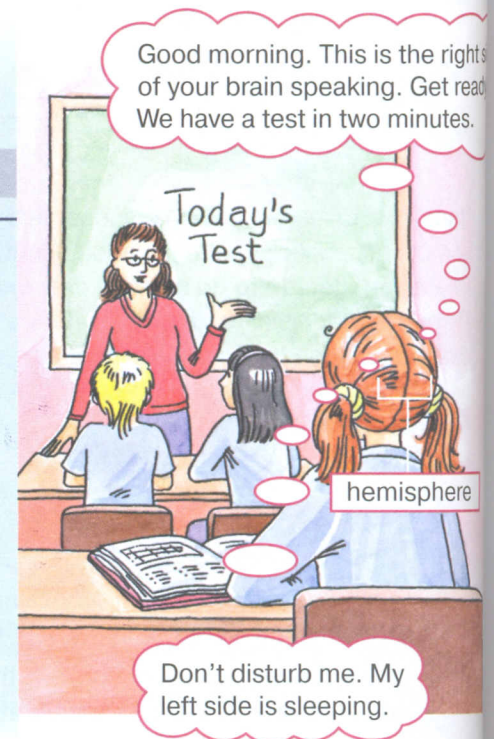
- A Use your head
- B Which half of your brain works?
- C Can you change?

### Health talk

Our brain is like a computer system with two halves — hemispheres. Each half has its own way of knowing and understanding the world around us.

The two hemispheres can co-operate, with each part showing its special talent. At other times each part may work alone, with one half “on”, and the other “off”. Usually individuals prefer one side. For example, left-brain people follow recipes exactly, while right-brain people like to use their creativity in the kitchen and add some strange ingredients.

Brain preference does not usually change in people but it is possible to develop skills in both hemispheres. You need both sides of the brain because this helps you to solve problems more easily and you may cope better in different life situations.



2b Read the text again and choose the right answer.

- 1 The article is from:
  - a) a fantasy story book
  - b) a teenage magazine
  - c) a novel
- 2 The article is written to:
  - a) amuse people
  - b) surprise people
  - c) inform people
- 3 The language of the text is:
  - a) serious
  - b) easy
  - c) funny
- 4 The picture illustrates:
  - a) paragraph 1
  - b) paragraph 2
  - c) paragraph 3

2c In pairs discuss the following questions and report the results of your discussion in class.

- What have you found out about yourself?
- What is new for you?

## Language work

3a Match the sentences describing the situation and the pictures and answer the questions.

- Neither of them likes drawing.
- One of them is right-handed and the other is left-handed.
- Both of them are fond of making models.

- What form of the verb is used with *neither* and *both*, singular or plural?
- What other pronouns (except *them*) can be used with *neither* and *both*?



3b In pairs finish these sentences using the table in Ex. 1a.

- Use the LOOK box to help you.
- Both of us are...
  - Neither of us is...
  - One of us is... and the other is..

### LOOK

**Both of us / you / them + V (plural form)**  
**Neither of us / you / them + V (singular form)**

**Both of us like** reading about new inventions.  
**One of us is** interested in computers and **the other prefers** digital photography. But **neither of us understands** how they work.

3c Play the *Things In Common* game.

- Follow the instructions:
- In pairs talk to each other for three minutes and try to find as many things in common with one another as you can.
  - Make notes and prepare to report back to the class. Use the expressions from the LOOK box.
  - Take turns with other pairs to report the things you have in common. The pair that found the most things in common is the winner.

## Speaking

4 In small groups discuss these questions and report the results of your discussion to the class.

- Does the theory about brain dominance work with you? Why do you think so?
- Should people rely on theories like these:
  - when they choose a profession?
  - in medicine?
  - in writing textbooks for schoolchildren?
- Why do you think such theories appear?

5 Do the quiz and answer the questions your teacher gave you.

### For Your Info

- From the oxygen that a human breathes, 20 per cent goes to the brain.
- The human brain has about 100 billion neurones or brain cells (клетки).
- It is not possible to tickle (пощекотать) yourself. The cerebellum, a part of the brain, warns the rest of the brain that you are about to tickle yourself and it doesn't pay any attention to what you are going to do.



# Lesson 3 Guessing game

## Reading

1a Put the jumbled lines of the story in the right order.

### CAT

- a) his home and left the cat there. Hours later the man called home
- b) "I'm lost and need directions to get home!"
- c) turn right, then left, past the bridge, then right again and another
- d) The man answered, "Put that good-for-nothing cat on the phone
- e) leaving it in the park. As he was getting home, the cat was
- f) to his wife: "Susan, is the cat there?"
- g) the cat 40 blocks away. He put it out of the car and headed home.
- h) "Yes," his wife answered, "Why do you ask?"
- i) A man really hated his wife's cat and decided to get rid of
- j) As he drove back up his driveway, there was the cat!
- k) right until he reached what he thought was a safe distance from
- l) came home first. At last he decided to drive a few miles away,
- m) it one day by driving it 20 blocks from his home and
- n) walking up the driveway. The next day he decided to drive
- o) He kept taking the cat further and further and the cat always



### GLOSSARY

- get rid of somebody** — избавиться от кого-либо
- block (AmE)** — квартал в городе
- driveway** — подъездная дорожка к дому
- to head** — направиться
- good-for-nothing** — негод

1b Listen to the story and check your answers.

1c Discuss in pairs and make a list of things that helped you to unjumble the story.

## Listening

2a In groups listen to the stories and suggest endings for them.

- Decide in your groups which ending is the best.

2b Discuss the questions in pairs, summarise your discussion and say what makes a good funny story.

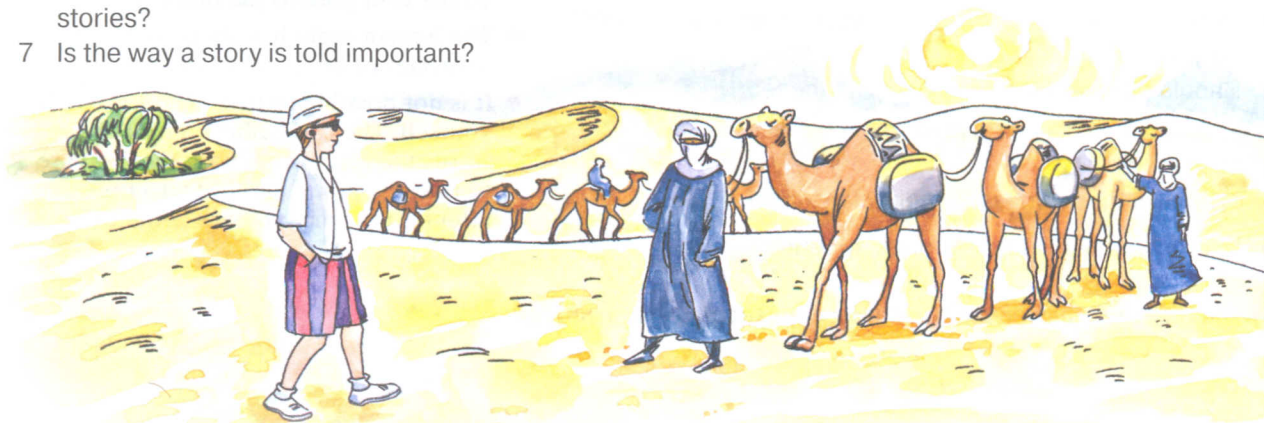
- 1 How long are the stories you have just heard?
- 2 What is the most important part of a story?
- 3 What comes at the beginning?
- 4 What tenses are used in the stories?
- 5 Are the sentences long or short?
- 6 Is direct or reported speech mostly used in the stories?
- 7 Is the way a story is told important?

## Speaking

3 Prepare to tell a short funny story.

- Follow the steps:
  - 1 In groups look at the picture and decide what the story is about.
  - 2 Use the ideas in the box.
  - 3 Use the conclusions you made in Ex. 2b.
  - 4 Think of the last sentence!

- A tourist / walk / through / desert
- Wear / shorts, sunglasses
- Listen / music / Walkman
- He / have / good time
- Suddenly / see / caravan
- Stop / Arabs / ask / how far / sea
- They / look / each other / say / two thousand m
- He / say / wow / .....!



# Lessons 4-5 A clever invention

## Warm-up

### 1 Finish the quotation and answer the question.

- Do you think Charles H. Duell was right?

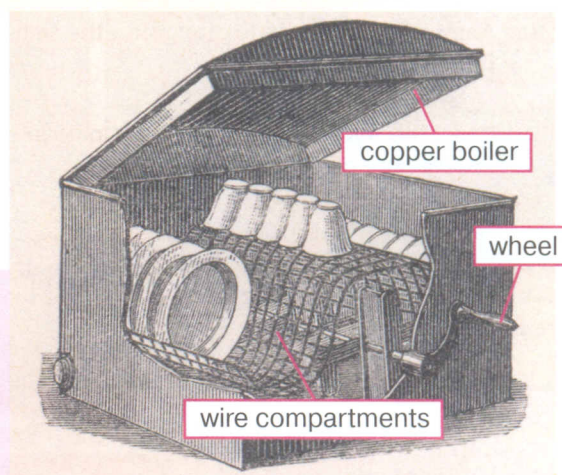
"Everything that can be invented has been..."

Charles H. Duell, Commissioner,  
U.S. Office of Patents, 1899

## Reading

### 2a Look at the picture and say:

- what invention is shown
- who made this invention
- when and where this invention was made



JOSEPHINE COCHRANE invented the dishwasher in 1886, in Shelbyville, Illinois. Mrs Cochrane was a rich woman who had lots of fancy dinner parties. She didn't do any of the dishes herself because she had servants to do that for her, but she wanted a machine that could do the job faster without breaking as many dishes. No one had invented such a machine so she built one herself.

First she measured the dishes. Then she built wire compartments, each specially designed to fit plates, cups, or saucers. The compartments were placed inside a wheel that lay flat inside a copper boiler. A motor turned the wheel, while hot soapy water squirted up from the bottom of the boiler and rained down on the dishes. Her invention worked!

Her friends were really impressed and asked her to make dishwashing machines for them, calling them the "Cochrane Dishwasher". Her friends talked a lot about their new machines and soon Mrs Cochrane was getting orders for her dishwashing machine from restaurants and hotels in Illinois. She patented her design and went into production. She showed her invention at the 1893 Chicago World's Fair and won the highest award.

You don't have to be a genius to be an inventor. It just takes thought and creativity. Every invention starts out as an idea and everybody has ideas. That means anyone can be an inventor. That includes you!

- What time does the story refer to?
- Two actions are mentioned in the underlined sentence. Which of them happened earlier? What verb forms are used to show this?

### 2b Read the text and say whether these statements are true (T) or false (F).

- Mrs Cochrane had to wash a lot of dishes and got tired of it.
- She was upset that dishes were often broken.
- Mrs Cochrane decided to hire more servants to do the job more quickly.
- Mrs Cochrane used some household objects to make a dishwasher.
- Mrs Cochrane's friends advertised the invention in the town.
- Local restaurants and hotels were her first clients.
- This invention was presented at the World's Fair seven years later.

### GLOSSARY

**squirt up** ['skwɜ:t 'ʌp] — подниматься фонтаном

**orders** — заказы

**production** — производство

**award** — награда

**Cochrane** ['kɒkreɪn]

**Illinois** ['ɪlɪnɔɪ]

**2c Answer the questions.**

- 1 Why do you think the dishwasher became popular so quickly?
- 2 What surprised you in the story?
- 3 What qualities do you think helped Josephine to make her invention?
- 4 Do you agree that anybody can be an inventor? What qualities do you need for that?
- 5 What would you invent for your house?

**Language work**

**3a Answer the questions alongside the text in Ex. 2a.**

**3b Read the sentences about Mrs Cochrane and answer the questions.**

**LOOK**

**Past perfect**

**had Ved(3)**

Mrs Cochrane got orders from hotels because her friends **had talked** a lot about the new machine.

- 1 Is there any difference in meaning between the **two sentences**?
- 2 Why do you think the past perfect is used in the **first sentence and the past simple in the second**?

- Her friends were surprised to find out that she **had invented the dishwasher**.
- When she **invented** the dishwasher her friends **were surprised**.

- 3 **Which actions happened earlier in the past?** How do you know?
- 4 What words are used to link the parts of the sentences? Which of them show the order of actions?

- **By the time** she invented the dishwasher she had lost most of her dishes.
- It became easier to wash the dishes because she **had invented** the dishwasher.
- She **had never invented** anything before the dishwasher came to her.
- After her friends **had spread** the news, she became popular.

- 5 What did the newspapers actually write?
- 6 What is actually written in the textbook?
- 7 What changes when we report something and the reporting verb (e.g. *was surprised*) is in the past tense?

- Soon the newspapers wrote that the dishwasher **had won** the highest award.
- I **was surprised** to read that a woman had invented the dishwasher.

**3c Use the information from the Great Inventions Fact File to complete these sentences.**

- Use the LOOK box for help.
- 1 It became easier to diagnose many diseases after...
  - 2 Divers had not been able to stay under water for several hours before...
  - 3 People started believing that a man could travel by air when...
  - 4 Many terrible diseases were cured after...
  - 5 It became easier to make a cup of tea after...

**Great Inventions Fact File**

- Alexander Fleming discovered penicillin.
- Thomas Sullivan created tea bags.
- Jacques-Yves Cousteau and Emile Gagnan designed the aqualung.
- The Wright brothers invented the first working aeroplane.
- Wilhelm Roentgen discovered X-rays.

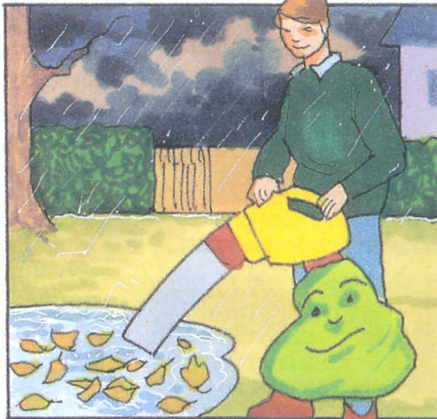
**Writing**

**4a** Look at the pictures (A–F), say what the story might be about and choose the best title for it.

- 1 Water Filter
- 2 Garden Vac
- 3 New Washing Machine



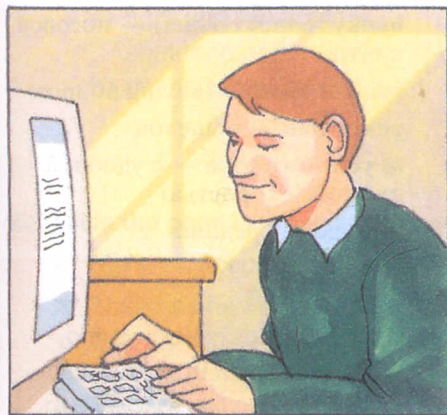
- What is John Coathupe doing?
- What has suddenly happened?



- Where is John Coathupe?
- What is he going to do?



- What has changed?
- What does John feel?
- What has he invented?



- What is he doing? Why?



- What has happened?
- What is there in the letters?
- What does John feel?



- What is John doing?
- What kind of person do you think John Coathupe is?

**4b** In pairs write a draft of the story of this invention (Ex. 4a).

- Use the pictures, the questions in Ex. 4a and the expressions in the box.

an engineer    to have an idea  
 to pick up leaves    to vacuum up  
 to write to companies    to describe his invention  
 to get replies / orders    become popular  
 keep a notebook    to sketch ideas    to sell

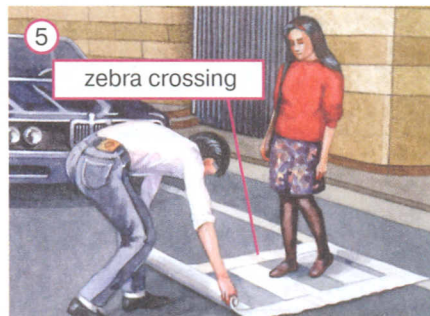
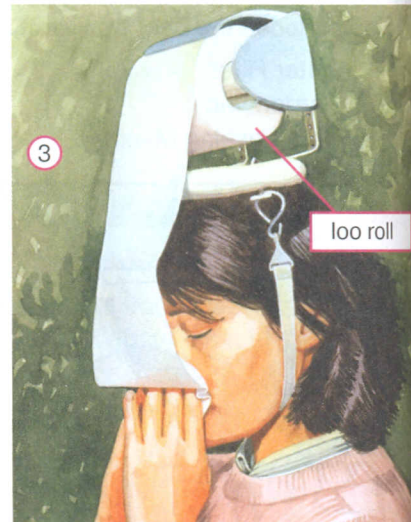
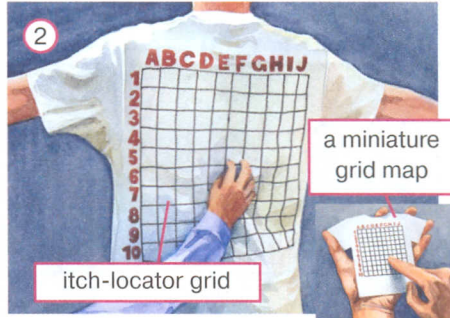
**4c** Write a story about how the Garden Vac was invented.

- Follow the steps:
  - 1 Go through the draft you prepared in class.
  - 2 Add a starting phrase, e.g. "One day..."
  - 3 Divide your draft into paragraphs.
  - 4 Add the necessary linking words to join sentences into paragraphs and paragraphs into a text.
  - 5 Check if all the tenses are correct.
  - 6 Think of a good closing sentence for your story.

# Lesson 6 Inventions you might want

## Reading

1a Look at the pictures and guess what these inventions are for.



### GLOSSARY

- itching** — зуд, чесотка
- scratch** — чесать
- Battleship** — морской бой (игра)
- hay fever** — аллергический насморк
- hanky (handkerchief)** — носовой платок
- run out of sth** — having no more
- pedestrian** — пешеход
- at your own pace** — с удобной для тебя скоростью
- average** — средний

1b Read the texts and match them with the pictures.

**A**  **Back Scratcher's T-Shirt**

This is a fast and logical solution to bad itching. The friend who offers to scratch your back is a friend indeed. But it all could go horribly wrong when they just can't seem to locate that terrible itch. For those who are tired of saying, "left a bit... up a bit... right a bit... damn!" we have **come up with** a very special T-shirt, complete with Battleships-style, itch-locator grid. You also get a miniature grid-map for better communication. So when your friend says, "I'm scratching F5," you can say, "Try G7."

**B**  **Duster Slippers for Cats**

Now the most boring job around the house becomes hours of fun. Not for you, but for your cat! With these dust-collecting foot socks, cats can play their part in housework. Lazy cats are of course much less productive than lively ones, but this problem may be **overcome** if you bring a dog into the house.

**C**  **Hay Fever Hat**

Having hay fever is bad enough, but having no more hankies makes you really unhappy. So don't run out! The Hay Fever Hat supports a large loo roll, enough to **cope with** a runny nose and sneezing from morning till night.

**D**  **Portable Zebra Crossing**

There are too many cars on the roads nowadays and finding a safe place to cross can **result in** stress and wasted time. Now the pedestrian can fight back! When you've found the crossing point that best suits you, simply roll out the Portable Zebra Crossing in front of you and cross confidently and safely at your own pace.

Warning: on busy roads where there is no break in the oncoming traffic, rolling out the Portable Zebra Crossing can be dangerous.

**E**  **The Telephone Dumbbell**

Lazy kids never off the phone? Discourage long phone calls and turn fat to muscle with the telephone dumbbell. The five-kilo standard model means that most calls will run under three minutes, but people may be interested in the 10-kilo phone, which brings average talk time down to a super-short "hello-goodbye" in 30 seconds. In public places the Dumbbell Phone box **reduces** waiting time and **increases** fitness.

Read the texts again and decide which of the inventions:

- can help you around the house
- can involve risk
- cannot be used if you are alone
- can help you lose weight
- can help you in embarrassing situations

Discuss in pairs these questions and report your opinions in class.

- 1 What are the advantages and disadvantages of the inventions?
- 2 Which invention do you find the most useful / useless?
- 3 Which seems the funniest? Why?
- 4 Which one would you like to have? Why?

## Vocabulary

Read the texts again and choose the right meaning of the words in bold.

1 **come up with**

- a) enter a room carrying something
- b) think of something, such as an idea

2 **overcome**

- a) fight and win against someone or something
- b) get on top of something

3 **cope with**

- a) deal with a difficult situation successfully
- b) deal with a situation together with somebody

4 **result in**

- a) add up figures
- b) cause, or make something happen

5 **reduce**

- a) make something smaller or shorter in time
- b) make something bigger or longer in time

6 **increase**

- a) become larger in amount or number
- b) become smaller in amount or number

2b Fill in the gaps in these sentences with the words from Ex. 2a.

- Make any necessary changes.
  - There is one extra word in Ex. 2a.
- 1 A clever invention can ... the time you spend on a boring job.
  - 2 A sudden change in temperature can ... rain.
  - 3 After a long discussion the group ... with a new suggestion.
  - 4 If you use your imagination you can ... any creative task.
  - 5 You need to use both sides of your brain to ... your brain power.

## Speaking

3 In groups discuss this question and make notes.

- Use the plan below.

If you could invent something to make your life easier, what would you invent?

- 1 The name of the invention
- 2 The way it works
- 3 Possible advantages
- 4 Possible disadvantages

### LANGUAGE SUPPORT

#### Making suggestions and discussing ideas:

- What about...?
- Perhaps we could try to...
- I think we may...
- I think ... would be better, because...
- This seems a very interesting idea!
- Yes, I agree with this suggestion.
- No, I think it is wrong to use.

# Lesson 7 Check your progress

1a Listen to a lecture about great inventions and put the inventions in the order they are mentioned.

1b Listen to the lecture again and match the inventions with the names of the inventors.

1	Clive Sinclair	
2	James Russell	
3	Alexander Popov	
4	Alexander Graham Bell	
5	Samuel Morse	
6	Thomas Alva Edison	

**Score: 24**

2 Write a suitable form of the verb in brackets.

- After I ... (read) the instructions, I switched on my new CD player.
- When he arrived at the airport, he ... (realise) that he ... (leave) his passport at home.
- When I opened the door to the flat, I ... (see) immediately that someone ... (break in).
- When I got to the shop, they ... (already sell) the book.
- John was happy because he ... (win) the first prize.

**Score: 7**

3 Use the words at the end of each sentence to form a word that fits in the gap.

1 Pupils are often more ... than their teachers.	CREATE
2 A ... of his works was published in 1960.	COLLECT
3 The new shop attracts people because it gives them more ... .	CHOOSE
4 We had lots of ... about the problem but didn't solve it.	DISCUSS
5 The archaeologist made some really exciting ... in the area.	DISCOVER
6 A Swedish ..., Alfred Nobel, invented dynamite.	INVENT
7 Both logic and ... are important in learning a foreign language.	IMAGINE
8 I gave them a ... of my car.	DESCRIBE
9 The North Sea is an important area for oil ... .	EXPLORE

**Score: 9**

A the telephone

B the compact disc (CD)

C radio

D a hand-held personal computer

E Morse Code

F the microphone

4 For the sentences below choose the right option.

- He became successful ... he had written his first novel.  
a) before b) after c) while d) during
- I visited ... Paul nor Steve yesterday.  
a) both b) nor c) neither d) too
- Both of them ... good at drawing.  
a) are b) do c) is d) does
- The children decided ... the old house.  
a) to explore b) to invent c) to discuss d) to discover
- Do you know who ... the telephone?  
a) discovered b) explored c) invented d) decided
- We did our best but we couldn't ... up with any ideas.  
a) come b) get c) cope d) deal
- John finally managed ... all the difficulties.  
a) to cope b) to overcome c) to deal d) to reduce
- I think we must do something ... with this problem.  
a) to overcome b) to cope c) to come d) solve
- Such careless driving can ... in an accident.  
a) cause b) come c) become d) result
- We hope they will ... the price soon and we will be able to buy this computer.  
a) increase b) reduce c) high d) down

**Score: 10**

**Total score: 50**

# Lesson 8 Creativity and Innovation Day

Your class is going to take part in Creativity and Innovation Day. Present your inventions to make life easier. A committee of famous experts will choose the best project to represent your class.



**1 At home prepare to do your group project.**

- 1 Collect all the materials you have produced in this unit as class work and homework.
- 2 Bring all the materials to the class.

**2 In your project group prepare to present an invention.**

- 1 Look through the materials you have in your group.
- 2 Choose one idea, discuss it in detail and finalise it.
- 3 Prepare visuals: draw mind maps, or schemes, pictures, etc.
- 4 Give your invention a catchy name.
- 5 Think of the best way to describe your invention and explain how it is going to work.
- 6 Prepare to answer critical questions: think about the advantages and possible disadvantages of your invention.

**3 Present your invention.**

**1 Before the presentation**

- Decide who is going to present your group's work.
- Decide how the presentation is going to be organised.
- Rehearse the presentation.

**2 During the presentation**

- If you are not presenting, help your group's presenters as necessary.
- Listen attentively to the presenters.
- Fill in the evaluation card according to the criteria.
- Get ready to ask the "inventors" some questions about their inventions.

**3 After the presentation**

- Decide on the best invention and best presentation.
- Prepare your reasons for choosing them.

**PUPIL'S EVALUATION CARD**

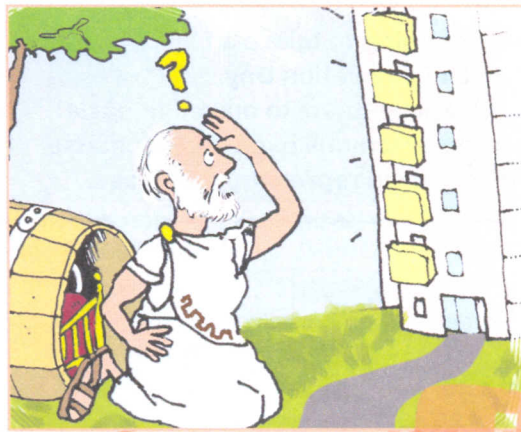
INVENTION	Is the invention clever? 1-----5	Is the invention useful? 1-----5	Are the explanations clear? 1-----5	Would I like to have it? 1-----5
1				
2				
3				
4				
5				



## Lesson 1 Home, sweet home

### Warm-up

1 Look at the cartoon and say what "home" is.

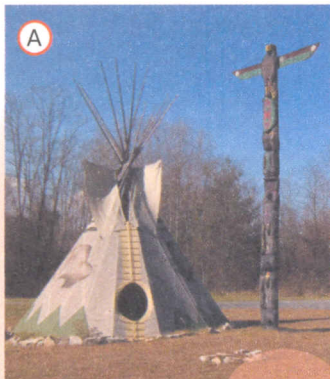


### Listening

2a Look at the pictures, match the types of houses with their names and answer the question.

• In what countries can you see them?

- |              |             |          |
|--------------|-------------|----------|
| 1 igloo      | 4 tent      | 7 palace |
| 2 log cabin  | 5 caravan   | 8 wigwam |
| 3 skyscraper | 6 houseboat |          |



2b Listen to the song and write down what the singer likes / doesn't like about each type of home.

Type of home	The singer	You
wigwam		
igloo		
caravan		
skyscraper		
palace		
tent		

### Language work

3a  Listen to the song again and fill in the gaps.

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| (1) ... to live in a wigwam           | (7) ... to live in a skyscraper       |
| Yes, (1) ... to live in a wigwam      | (7) ... to live in a skyscraper       |
| (1) ... to live in a wigwam           | (7) ... to live in a skyscraper       |
| (2) ... dancing round the totem pole. | (8) ... being so far from the ground. |
| (3) ... to live in an igloo           | (9) ... to live in a palace           |
| Yes, (3) ... to live in an igloo      | No, (9) ... to live in a palace       |
| (3) ... to live in an igloo           | Oh, (9) ... to live in a palace       |
| (4) ... fishing in an ice hole.       | (10) ... those huge empty rooms.      |
| (5) ... to live in a caravan          | Oh, (11) ... to live in a tent        |
| Yes, (5) ... to live in a caravan     | Yes, (11) ... to live in a tent       |
| (5) ... to live in a caravan          | Oh yes (11) ... to live in a tent     |
| (6) ... travelling with the wind.     | (12) ... listening to the birds.      |

3b In pairs fill in the tables and answer the question:

- What difference in verb forms can you notice?

What does the singer like / prefer <i>in general</i> ?	
Which phrase is used to express that?	
What does / doesn't the singer want <i>at the moment</i> ?	
Which phrase is used to express that?	

3c Complete the third column of the table in Ex. 2b and do the tasks.

- 1 Talk to your partner and try to guess what he / she has written in the third column.

**Example:**

Pupil 1: *I don't think you like living in a wigwam because you like playing computer games but there's no electricity in a wigwam.*

Pupil 2: *That's right. I like using computers and CD players. But you can have them in a wigwam, can't you?*

- 2 Choose the most / least attractive type of house and explain your choice to the class.

**LOOK**

I'd like / I'd love / I'd prefer + **to V**  
I like / I love / I prefer + **Ving**

### Writing

4a Work in groups of three or four and discuss where you'd prefer to live.

4b Add your own verse to the song and present it to the class.

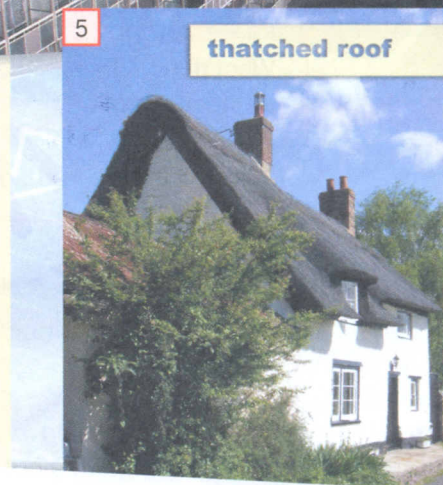
# Lessons 2-3 The place where you live

## Warm-up

- Write three adjectives you would use to describe the place where you live and do the tasks below.
  - Show your list to your partner and explain why you have chosen these adjectives.
  - In pairs find three things in common and three differences about the places where you live. Report the results to the class.

## Reading

2a Read the extracts from letters and match them with the postcards.



thatched roof

**A** My auntie lives in a beautiful cottage in the Oxfordshire countryside. It has a thatched roof and climbing roses all round the front door. It's really **cosy** and the rooms are quite small. But my auntie hardly knows her neighbours. They live in London most of the time and just come to the village in a big car at the weekend. And the village shop doesn't have much choice, so she has to catch the bus to Banbury to do her shopping.

Danny,  
Oxfordshire, the UK

**B** My grandparents live in a country house. It's nice for them because they're quite old and there are no stairs to climb: everything is on one floor. They are used to living in the country and would never move anywhere else. Their house is detached, so they are never **disturbed** by neighbours, and my granddad loves his garden — he grows roses and lots of different vegetables. I love spending my summer holidays with my grandparents in their country house.

Andrey,  
Kaluzhskaya oblast, Russia

**C** We live in a terraced house in Edinburgh. It's more than 150 years old and the rooms are big, with high ceilings. Most of them have a fireplace, even my bedroom, but we don't have fires very often because we have central heating now. Fortunately, our **close neighbours** are **quiet** so we don't hear much noise through the walls. I wish we had a garden, though. You can't do much in a small back yard.

Alex,  
Edinburgh, Scotland

- 1 Does he have a garden? How do you know?
- 2 Does he want to have a garden?
- 3 Does the sentence describe the past or present?

**D** I get sick of living on the tenth floor of a block of flats. Of course, the view is good and I have a lot of friends living around, and the school is **easy to reach** – it takes me ten minutes to get there by bus, but ... it's terrible when the lifts don't work, and people leave litter in the staircase. And then there's the noise – it never seems to stop, loud music, arguments, the TV in the next flat. I can never concentrate on my homework. How I wish I could live somewhere in the countryside.

Christine,  
Ontario, Canada

- 4 Does she live in the countryside? How do you know?
- 5 Does she like the place where she lives? Why?
- 6 Why is there a past verb form in the sentence?

**E** If you come to visit me, you'll find that all the houses on our road **look the same**. We live at number 42, but my mum and dad gave the house the name "Janbri" because she is called Jane and he's called Brian.

I think it's silly but they think it **makes the house a bit different** from the others, just like the big iron gates they've put at the front of our garden path. Living in the suburbs in a semi-detached house isn't bad, but I sometimes wish we could be in a more modern place...

Effie,  
Pearl Beach, Australia

- 7 Do they live in a modern place?
- 8 Does she like it? How do you know?

**2b Read the texts again and decide which place:**

- 1 has spacious rooms
- 2 has neighbours behind the walls
- 3 has an old-fashioned roof
- 4 is very dirty
- 5 has no garden
- 6 has only one floor
- 7 is too noisy
- 8 was given a name

• More than one choice is possible.

**2c In pairs answer the questions and report the answers in class.**

- 1 Which place from the texts can you describe using the adjectives you listed in Ex. 1? Explain your answer.
- 2 Which of the places described in Ex. 2a would you like to live in? Why?

**Vocabulary**

**3a Work in pairs.**

- Find these words and phrases in Ex. 2a and match them with the explanations.

- |                                  |  |
|----------------------------------|--|
| 1 quiet                          | a) warm and comfortable  |
| 2 looks the same                 | b) doesn't differ from others  |
| 3 make something a bit different | c) not difficult to get to   |
| 4 cosy                           | d) recently built  |
| 5 easy to reach                  | e) people who live nearby  |
| 6 modern                         | f) to feel worried or unhappy because somebody behaves in a noisy and unpleasant way |
| 7 nice for somebody              | g) change something ordinary into something unusual / attractive                     |
| 8 to be disturbed                | h) calm, with little noise   |
| 9 close neighbours               | i) comfortable   |

**3b Match the words in the two columns to make meaningful phrases and answer the questions.**

- 1 Which of these phrases are used in Ex. 2a?
- 2 Which of these features can you find in your place?

**3c Write about six things that you like or don't like about the place where you live.**

- The words and phrases in Ex. 3a and 3b can help you.

**Example:** *We have a high ceiling in our flat and I like that. — I don't like the high ceilings in our flat.*

- |               |            |
|---------------|------------|
| 1 the front   | a) door    |
| 2 a village   | b) gates   |
| 3 a high      | c) roses   |
| 4 the central | d) yard    |
| 5 the back    | e) shop    |
| 6 iron        | f) ceiling |
| 7 a garden    | g) heating |
| 8 climbing    | h) path    |

**Language work**

**4a In pairs answer the questions alongside the texts in Ex. 2a.**

**4b Read what these people say about their problems and express their wishes for them.**

- Use the LOOK box for the correct structure.
- 1 I can't grow fruit and vegetables in my back yard.  
I wish...
  - 2 I don't live in a tree house.  
I wish...
  - 3 I don't know how to redecorate a house.  
I wish...
  - 4 I have very noisy neighbours.  
I wish...

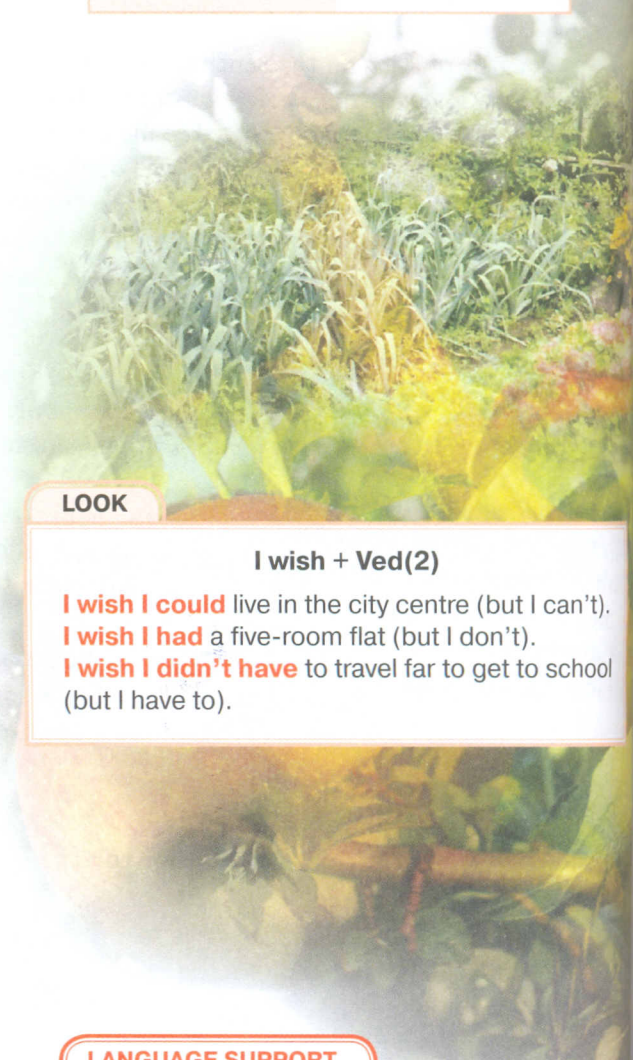
**4c Write about five things you wish you could change about your place.**

- You may use your ideas from Ex. 3c.
- Check your sentences in pairs.

**Writing**

**5 Write a letter to your British pen friend describing the place where you live.**

- Don't forget to mention:
  - 1 what the place is
  - 2 where it is located
  - 3 its specific features
  - 4 what is good / bad about this place and what you feel about it / your attitudes
  - 5 your wishes



**LOOK**

**I wish + Ved(2)**

- I wish I could** live in the city centre (but I can't).
- I wish I had** a five-room flat (but I don't).
- I wish I didn't have** to travel far to get to school (but I have to).

**LANGUAGE SUPPORT**

- It's really nice to live / have...
- Fortunately,...
- I get sick of something / doing something...
- It's terrible when...
- If you come to visit me, you'll find that...
- It isn't bad, but...
- I wish...
- ...which makes it different from / special...

# Lesson 4 Your life — your space

## Vocabulary

1 Describe the location of the people, animals and objects using the prepositions in the box.

- Take notes of the answers.

- 1 among
- 2 in the middle of
- 3 inside
- 4 above / below
- 5 on top of / beside / by



## Listening

2a Play the Memory game.

- Look at the pictures for one minute and try to memorise as many objects and their location as you can.
- In pairs, with your books closed, make a copy of where the pictures are on the page. Write the names of the things in the same squares as they are in the book.



a computer



a guitar



a sailing cap



schoolbooks



a framed photo of a boy



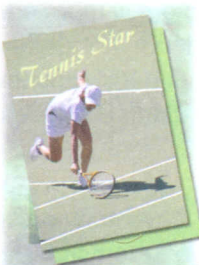
a CD player and some CDs



soft toys: a teddy bear and Eeyore



an old-style telephone



posters of a famous tennis player

2b You are going to listen to British teenagers, Karen and Justin, describing their rooms. Which of the things you saw in Ex. 2a do you think each of them is going to mention?

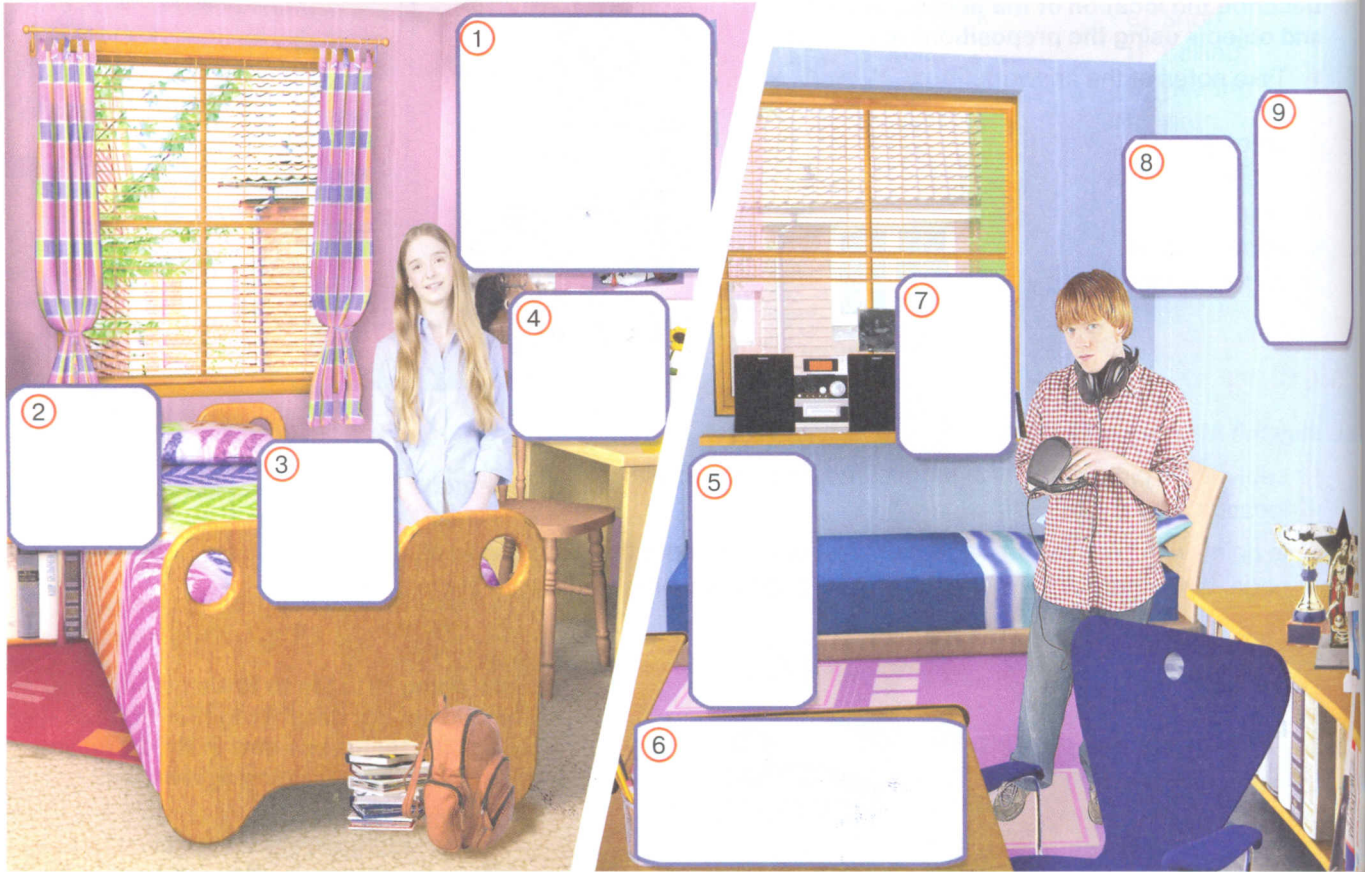
- Put ticks in the right box.

	No.	Karen	Justin
a CD player and some CDs			
posters and pictures of a famous tennis player			
an old-style telephone			
soft toys (a teddy bear, Eeyore)			
a framed photo of a boy			
schoolbooks / story books / notepads / files			
a sailing cap			
a guitar			
a computer			

2c  Listen to Karen and Justin and check whether your guesses were correct.

2d  Listen again and match the numbers in the photos with the things mentioned.

● Put the numbers into the table in Ex. 2b.



### Speaking

3 Choose five things from the list and decide where to put them in the classroom, then talk to your friend and find out what he / she put where.

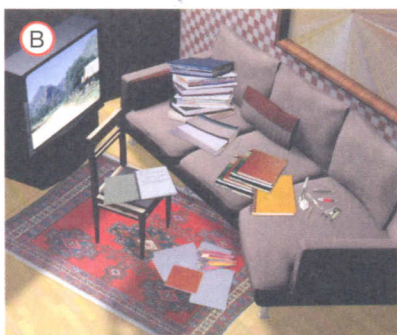
porcelain dolls	your class photos	a shelf with souvenirs	a flag
videos	some boxes with books	a computer	a tennis racquet
certificate for winning competitions	some magazines	a fish bowl	a painting
a TV	posters	maps	a notice board

# Lesson 5 Workspace

## Warm-up

1a Look at the pictures and answer the questions.

- 1 Which workspace has more in common with yours?
- 2 Which one do you like most? Why?



1b Look through the pairs of opposites and choose adjectives to describe each of the pictures in Ex. 1a.

- tidy — untidy    comfortable — uncomfortable    dark — well-lit    empty — cluttered-up  
 messy — well-organised    relaxing — boring    noisy — calm

## Reading

2a Read the tips on how to organise your workspace and rate them.

- ✓✓✓ — very important    ✓✓ — not very important    ✓ — useless

### WORKSPACE

As the saying goes, there is a place for everything and everything in its place. Whatever you are studying, everyone needs some workspace. You need something comfortable where you can revise or do your homework. Few people, if any, are able to do their best work while lying on the sofa or in front of the TV. Here are some tips for creating the ideal place to work:

Your workspace should be a table **large enough** to keep everything you need for the work you are doing **to hand**. It could even be a computer desk if you are working on a PC.

If it is a **shared space**, make sure there is no misunderstanding over when you can use it. Compromise. It could be the kitchen table or your dad's desk, but just remember they have needs too. If necessary, draw up a timetable.

You will need good **lighting**. If the room is **too dark** you'll strain your eyes. Sight is a very precious thing. You must be comfortable — but not **too comfortable** — while working. Not only does this protect your back, but sitting in the right posture can help you **concentrate on your work**.

If there is music or TV in the background, you can't really **focus on your work**. You can always relax afterwards.

You need to respect and not **disturb** other people. If your work involves listening to a tape or CD, use headphones. Consideration works two ways.

### GLOSSARY

- strain one's eyes** — напрягать глаза  
**sight** — the ability to see using your eyes  
**precious** ['preʃəs] — here very necessary  
**posture** ['pɒstʃə] — the position of your body when you sit  
**consideration** [kən,sɪdə'reɪʃn] — care about other people's feelings and needs

- 1 Does it mean:
  - a) small?
  - b) big?
  - c) about the right size?
  
- 2 Does it mean:
  - a) more than necessary?
  - b) less than necessary?
  - c) about right?
  
- 3 How do *enough* and *too* change the meaning of adjectives?



2b In pairs compare your ratings of the tips you gave and give your reasons.

### Vocabulary

3a Choose the right Russian equivalents for the words and phrases in bold.

• Use the context in Ex. 2a to help you.

1 **to hand**

- a) поблизости
- b) под рукой
- c) в наличии

2 **shared space**

- a) разделенное рабочее место
- b) отдельное рабочее место
- c) общее рабочее место

3 **lighting**

- a) освещение
- b) настольная лампа
- c) люстра

4 **concentrate on**

- a) напрягаться
- b) сосредоточиться
- c) расслабиться

5 **focus on**

- a) сфокусироваться
- b) настроиться
- c) задуматься

6 **disturb**

- a) раздражать
- b) мешать
- c) препятствовать

3b Use the words and phrases from Ex. 3a to fill in the gaps in the sentences.

- 1 Can you turn the music down, I'm trying to ... my homework.
- 2 Good ... is important — it helps you to keep good eyesight.
- 3 Don't try to do too many things at once, try to ... one thing and do it well.
- 4 No one should ... other people when they are busy.
- 5 It is easier to work on a problem if you keep the necessary things ...
- 6 If you have a ..., you'll have to learn to share it.



### Language work

4a Answer questions 1–3 alongside the text in Ex. 2a.

4b Read what teenagers say about their workspace and answer the questions.

- 1 What word classes are the underlined words?
- 2 Do *too* and *enough* come before or after nouns and adjectives?



There isn't enough lighting on my desk and I need to buy a new lamp to make it well-lit.



The worktable I share with my brother isn't big enough for two of us, but we have learned to compromise.



The atmosphere in the room is too noisy for me to concentrate.



My desk is comfortable enough for me to spend hours at it studying and playing computer games.



It takes me too long to do my homework because my workspace is very uncomfortable.

4c Look at the pictures in Ex. 1 and decide why you like / don't like the workspaces.

- Write your ideas down.
- Share them with the class.

**Example:** *I don't like the workspace in picture C. It's too tidy for me to feel comfortable.*

### Speaking

5 Find out who has a perfect workspace.

- Follow the steps.
- 1 Prepare to talk about your workspace. See the box for ideas.
  - 2 Make a list of five to six questions to find out what sort of workspace your classmates have. Use the ideas in the box for your questions.
  - 3 Walk around the class and ask and answer questions. Take notes of everything you hear.
  - 4 Talk to two or three people.
  - 5 Take a couple of minutes to review your notes and prepare to say who has a perfect workspace in your class.

- A shared workspace?
- Any problems with it?
- The right size?
- Smaller or bigger than you need?
- Well organised?
- All the necessary things to hand?
- Good lighting? Comfortable enough?
- Easy to concentrate in it?
- Any of the things in the pictures?
- What for? Any unnecessary things?
- Anything to change? Reasons?

### LOOK

**enough + noun**  
**adjective + enough**  
**too + adjective**

There isn't **enough lighting** at my desk.

The atmosphere is not **calm enough** for me to concentrate.

My work table is **too small** to put my computer on.



# Lesson 6 A fantasy room

## Reading

1a Read the texts and say which objects in the pictures are mentioned by which of these teenagers.



**Katy:** My room would have to have an entertainment centre with a big-screen TV. That's a must. A swimming pool and a pet zoo would also keep me from being bored. Also, I wouldn't like to share it with my younger sister.

**Tom:** My fantasy room would be a gym with a punch bag, a basketball hoop and a small place to play soccer. Well, if that sounds too big, I'd like to keep the basketball hoop.

**Richard:** My fantasy room would have to include: my favourite colour — red, baseball stuff — pillows shaped like balls, bases and bats, a baseball glove-shaped bed and one whole wall done like a notice board. ...And I'll keep my old pencil case — I want it to bring me luck as usual.

**Susan:** I would prefer to have the walls in blue and pink. Plus a lot of posters of flowers and celebrities, shiny blue curtains, a light with a pink bulb and shelves for my glass ornaments. And I don't like it when people go into my room without asking.

- 1 Does Katy have an entertainment centre in her room now? How do you know?
- 2 Is she speaking about a true or imaginary situation?
- 3 Does her wish refer to the past, present or future?
- 4 Find in the texts three more examples of this kind. Which word is repeated?
- 5 What Russian equivalent could be used here?

1b Read the texts again and say what else is important for the teenagers to feel comfortable in their fantasy rooms.

**1c** In pairs discuss these questions and report the results of your discussion in class.

- 1 Why do you think the teenagers in Ex. 1a mentioned these things? Give your reasons.
- 2 What objects in your room do you consider special? Why?
- 3 Would you keep these objects if you decided to redecorate your room?
- 4 What else is important for you to feel comfortable in your room?

**Language work**

**2a** Answer the questions alongside the text in Ex. 1a.

**2b** Write down five sentences describing these teenagers' ideas about their fantasy rooms.


- Use the LOOK box for help.

**LOOK**

**would + V**


My room **would have to** have an entertainment centre with a big-screen TV.

an old comfortable armchair / keep




1

fancy violet curtains / have



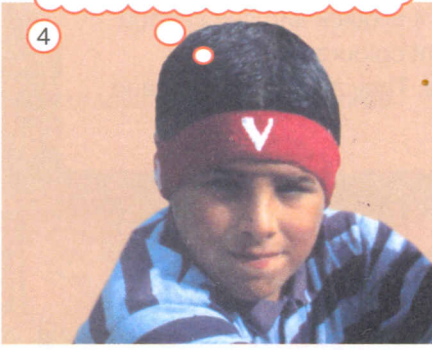
2

an old-fashioned sofa / throw away



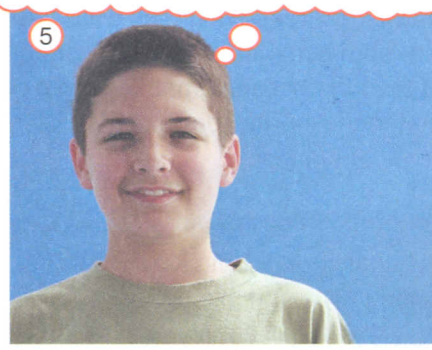
3

new, framed posters / put up



4

fantastic orange and bright green walls / have



5

**Speaking**

**3** In groups of three or four discuss what an ideal room for a teenager would be like.

- Use these questions to help you.
- 1 What kind of a house would the room be in?
  - 2 What size? How many windows? What kind of lighting?
  - 3 What colour would the room be? Explain your choice.
  - 4 What kind of furniture would there be? Make a list of pieces of furniture.
  - 5 What other objects would you put in it? Make a list of things.
  - 6 How would you arrange the things? Draw a plan.

**LANGUAGE SUPPORT**

**Suggesting and refusing suggestions:**

- Let's...!
- Why don't we...?
- What if...?
- I suggest we could...
- What do you think, Olya?
- Don't you agree, Misha?
- That's a good / great idea!
- It will work!
- I don't agree that...
- I don't think it's a good idea!

# Lesson 7 Check your progress

**1 Read the text and mark the sentences below true (T) or false (F).**

- 1 Teenagers want their parents to decorate their rooms for them.
- 2 Parents and children can work on redecorating teenagers' rooms together.
- 3 Girls are more enthusiastic about changing their rooms.
- 4 Boys prefer having bright colours in their rooms.
- 5 Both teenage girls and boys are ready to redecorate their rooms themselves.

**SOME BRIGHT IDEAS ABOUT BEDROOM DESIGN FROM TEENAGERS**

"We know how we want our rooms to look," said most of the 600 teenagers interviewed in a recent US survey. As well as having clear ideas about their ideal room, many of them would be ready to do some work to get it. Teenagers have ideas of their own and they like to see them become reality when it comes to their bedrooms. In fact, they enjoy the chance to find a style that expresses their style and personality.

Four out of ten teenagers say they or their parents have recently changed the look of the teenager's room. Changing their bedroom was more important for girls, 53 per cent of those interviewed had had a new look for their room or want to do so soon. For boys, it was less important, only 32 per cent were so interested in a restyled room. Once they had decided to change their rooms, nearly four out of ten teenagers wanted to help with the changes — painting the walls or choosing some furniture. More girls than boys were ready to get down to work — 40 per cent of girls compared to 34 per cent of boys. It was also a chance for teenagers and parents to work on a project together.

Colour was a favourite way of changing a room. Forty-six per cent of the teenage "decorators" prefer painting the walls because it is quick and can change the feeling of the room completely. The girls prefer bright colours for a trendy look, while boys tend to choose something more neutral. They also like stripes and themes linked to their favourite sports.

**Score: 10**

**2 Fill in the correct prepositions of place.**

- (1) ... A ghost is hanging on a lamp
- (2) ... the desk.
- (3) ... the troll is sitting on a pile of books.
- (4) ... the alien is hiding under the chair.
- (5) ... the ghost is standing behind the computer.
- (6) ... the troll is looking from inside the drawer.
- (7) ... the alien is dancing on the desk.
- (8) ... the troll is hiding under the textbooks.

WHAT A HOUSE TO LIVE IN!



**Score: 4**

3 Look at the pictures, read what the people don't like about their lives and complete their wishes.

1 I don't live in the countryside and I don't have a garden.  
I wish ...

2 I can't speak English well.  
I wish ...

3 I feel so lonely, I don't have any friends.  
I wish ...

4 I can't keep any pets and can't enjoy their company.  
I wish ...

5 I have little space and I can't move to a bigger flat.  
I wish ...

**Score: 5**

4 Complete these dialogues with the appropriate form of the verb in brackets, (to V or Ving).

- 1 What do you usually do in the evenings?  
I like (watch) TV and (play) on my computer.
- 2 Shall we go for a walk tonight?  
I'd prefer (stay) in and (read) a book.
- 3 What sort of music are you interested in?  
I love (listen) to pop music and rock music.
- 4 Are you enjoying the concert?  
No, I'd love (listen) to another musician.
- 5 Shall I tidy your room for you?  
Oh, no! I'd like (tidy) it myself.

**Score: 5**

5 Complete the dialogues with *too* or *enough* and the word in brackets.

- 1 — It wasn't a very good house-warming party, was it?  
— No, it was ... (boring) ..., we didn't invite ... (people) ... .
- 2 — This exercise is ... (difficult) ... for me, I can't do it!  
— Of course, you can! You are ... (clever) ... to cope with it!
- 3 — Isn't it ... (cold) ... in this room?  
— I don't think so, I'm ... (comfortable) ... .

**Score: 6**

6 Complete these sentences with the right words from the box.

shared same quiet close cosy hand  
modern lighting concentrate on disturb

- 1 The opposite of *ancient* or *old-fashioned* is ... .
- 2 ... space is the space you use together with someone.
- 3 If the place is not noisy, it is ... .
- 4 If you keep the things you need in order they are always to ... .
- 5 ... is close in meaning to *focus on*.
- 6 If you cannot see the difference between things, they look the ... .
- 7 A place that is small, comfortable and warm is ... .
- 8 The people who live near your house or flat are your ... neighbours.
- 9 A good lamp on your writing table will give you good ... .
- 10 You must not ... people when they are trying to concentrate.

**Score: 10**

7 You have received a letter from your British penfriend who writes:

I'd like to know more about where you live. Have you got a room of your own? What is it like? Write soon.  
John

- Write a letter to John (about 100–150 words) describing your room.
- Mention:
  - 1 Type of house
  - 2 Some features of it (colours and decorations, furniture, high-tech things)
  - 3 What you like about it
  - 4 What you would like to have in it

**Score: 10**

**Total score: 50**

## Lesson 8 A room for you

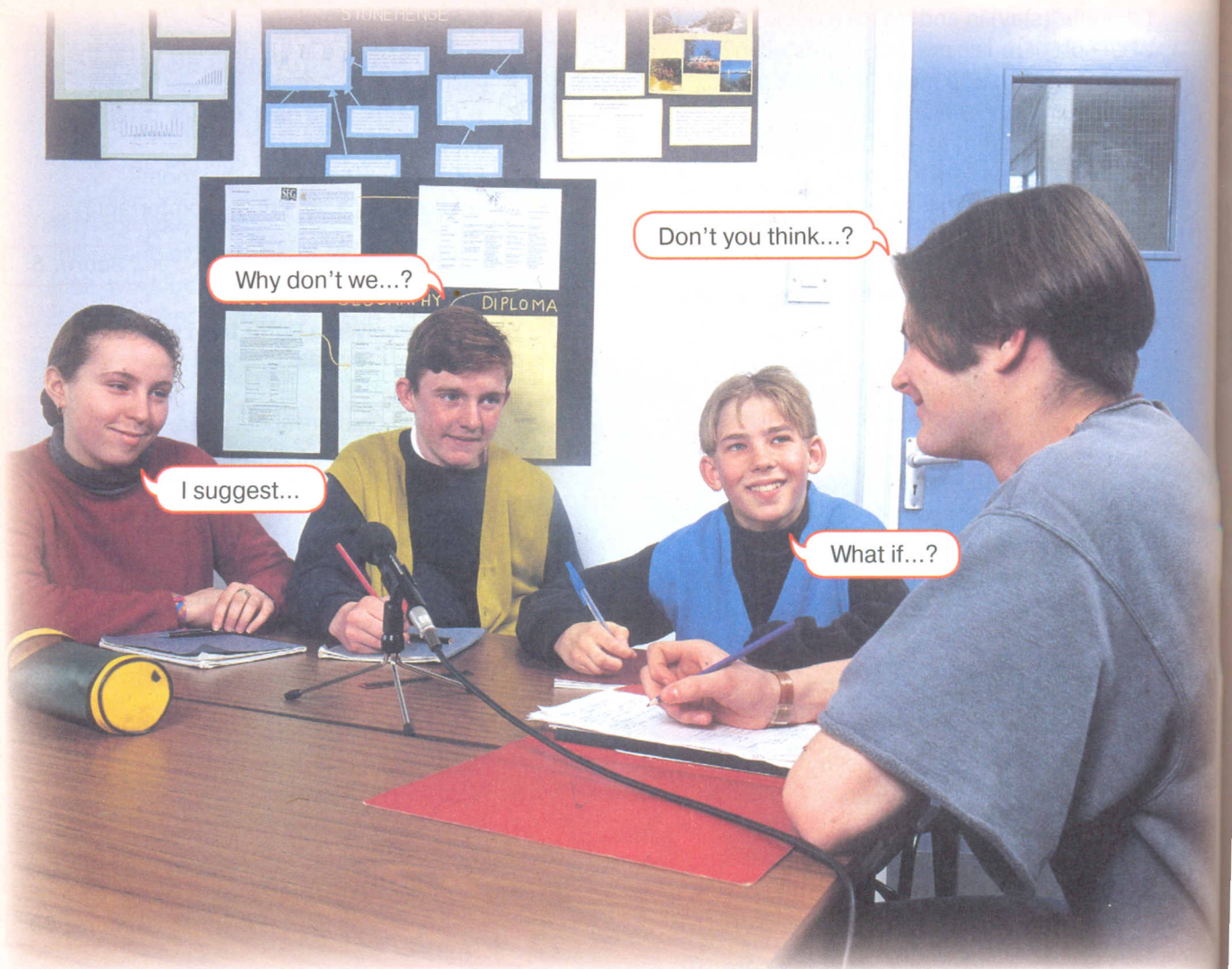
A Room For You, an exhibition of pupils' designs, is open at your school this week. Design an ideal room for a modern teenager and get a prize!

**1 At home prepare to do group project work in class.**

- 1 Collect all the notes you made in the unit and read them carefully.
- 2 Draw a plan of your room and make notes on how you are going to present it.
- 3 Bring colour pencils, paint, glue, scissors, pictures, etc if necessary.

**2 Develop your group project.**

- 1 Review everything your group prepared at home.
- 2 Choose one of the projects as a basis to start from.
- 3 Discuss and agree on the changes.
- 4 Finalise the project.



**3 Prepare to present your group project.**

- Use these questions and references for help:
  - 1 What is the location of your room? (Lesson 1)
  - 2 What are the advantages of living in such a room? (Lessons 2–3)
  - 3 Is it clear from your plan and notes where things are? (Lesson 4)
  - 4 Is the workspace in your room comfortable enough? (Lesson 5)
  - 5 What valuable / sentimental / unusual things are going to be there? What else is important for an ideal room? Why? (Lesson 6)
- Use the Language Support box to prepare your talk for the presentation.
- Decide who is going to present the group's work.

**LANGUAGE SUPPORT**

- Let us explain why we decided to put this...
- This is the place where...
- ...is important to us because...
- Let us tell you a bit more about...
- One thing that is really necessary...
- We are absolutely sure that...
- We also need to think about...

comfortable

cosy

modern

quiet

close

old-fashioned



shared space

good lighting

concentrate on your work

focus on

do not disturb

to hand

I wish...

**4 Take part in the exhibition.**

- 1 Display and present your room designs.
- 2 Listen to the other presentations and fill in the evaluation cards.
- 3 Say which project is the best in your opinion and give reasons.



**PUPIL'S EVALUATION CARD**

Name of the project	Is the room original? 1-----5	Is the room well-organised? 1-----5	Are the explanations clear? 1-----5	Would I like to live in it? 1-----5
1				
2				
3				
etc				



## Lesson 1 Sakubona! Many happy returns!

### Warm-up

- 1 Play the *Greetings* game.

### Reading

- 2a Look at the pictures and match the country with the tradition.

- 2b Read the texts and check your guesses.

**China** — The birthday child **greet**s his parents **respectfully** and **receives a gift** of money. Friends and relatives are invited to lunch and noodles **are served** to **wish** the birthday child a long life.

**Denmark** — Flying Flags. A flag is flown outside a window to show that someone who lives in that house is having a birthday. Presents are placed around the child's bed while they are sleeping so they will see them as soon as they wake up.

**Germany** — Candles are left burning for the day. A member of the birthday child's family wakes up at sunrise and lights the candles on the birthday cake. There are as many candles as the age of the birthday child plus one for good luck. The candles are left burning all day long. After dinner that night everyone sings the birthday song and the birthday child blows out the candles. If all of the candles are blown out in one try, the wish of the birthday child will **come true**.

**Scotland** — A pound coin and a gentle smack. A pound coin is given for every year of the child's age, plus an additional pound **for good luck**. A soft smack on the bottom is also given for each year.

**Holland** — Crown Years. Special year birthdays such as 5, 10, 15, 20, 21 are called "crown" years. The birthday child receives an especially large gift on a crown-year birthday. The family also decorates the birthday child's chair at the dining room table with seasonal or paper flowers and balloons.

**Vietnam** — Everyone's birthday is celebrated on Tet (New Year's Day). The Vietnamese do not know or celebrate the exact day they were born. A baby turns one on Tet no matter when he / she was born that year. Children say they were born in the year of the symbol of the lunar calendar for that year. On the first morning of Tet, adults **congratulate** children **on** becoming a year older by presenting them with red envelopes that contain "lucky money". These envelopes are given to the children by parents, brothers and sisters, relatives and close friends.



- 1 поздравлять с
- 2 получить подарок
- 3 оказать почтение
- 4 сбываться
- 5 на счастье
- 6 подавать (о еде)
- 7 пожелать что-либо кому-либо
- 8 вывесить флаг

**2c** Read the texts again and say in what country / countries:

- 1 children are given some money for their birthday
- 2 every five years the birthday has a special name
- 3 birthday children get something extra on this day
- 4 the older you are, the more money you get
- 5 neighbours know that there is a birthday person in the family
- 6 all children celebrate their birthday on the same day
- 7 you can easily know how old the birthday child is

## Vocabulary

**3a** In the texts in Ex. 2b find the English equivalents for the Russian words and phrases (1–8) alongside the texts.

**3b** There is one wrong collocation in each list. Find it.

**wish** — a new book  
John a happy birthday  
to go to a birthday party  
someone good luck

**receive** — a birthday gift  
an e-mail message  
good luck  
an invitation

**serve** — dinner  
a delicious cake  
a tasty salad  
a birthday present

**come** — back  
**wrong**  
true  
home

## Speaking

**4** In groups of three or four, work out a new way of celebrating birthdays in your class and present it to the class.

- Follow the steps:
  - 1 Discuss the questions in the box and make notes.
  - 2 Write down a list of your ideas.
  - 3 Report back.

**2d** Answer the questions and explain your answers.

- 1 Why do you think birthday parties are so different in different countries?
- 2 What do many parties have in common?
- 3 What Russian birthday traditions do you know?
- 4 Which of them are close to the traditions described in the texts in Ex. 2b?
- 5 Which traditions seem the most attractive to you? Why?

**3c** Play the **Getting Ready For A Birthday** game.

- Follow the steps:
  - 1 Write really short answers to these questions on a piece of paper in any order. Don't write question numbers.
    - a) What do you often receive as a birthday present?
    - b) What would you like to receive as a birthday gift?
    - c) What food is usually served in your family at birthday parties?
    - d) What do you usually wish a person on his / her birthday?
    - e) When do you say happy birthday to a person?
    - f) What wish would you like to come true in five years?
    - g) Which room do you decorate on your birthday? How?
  - 2 In pairs look at your partner's answers and in turn ask questions to find out why he / she has written these words.

**Example:** Why did you write "early in the morning"?  
— Because I try to be the first to say happy birthday to my friend, I do it early in the morning.

- How to make everybody know about someone's birthday coming up?
- What to wish? The same thing to everybody or different wishes to different people?
- Shall we give presents? What kind of presents?
- Shall we sing or dance? What sort of song / dance?
- Could we have a common celebration?
- How to make this day special, e.g. light candles, do something surprising, etc.
- How to decorate the classroom.

# Lessons 2-3 Who cares who hears me?

## Warm-up

1 Look at the picture, read the For Your Info box and answer the questions.

- 1 What is going on?
- 2 Is the situation familiar to you?



## Reading

2a Read the opinions about mobile phones and match them with the people below.

- What helped you do this?
- 1 Mary Craig, 75, a pensioner
  - 2 Patrick Kelly, 20, a university student
  - 3 Rachel, 13, a pupil
  - 4 Donald Carbour, 48, a professor of communication

**A** The must-have thing for everyone is a mobile phone, but I think that only older people should have them. Children are just wasting money and time on them, and it could damage their health. A lot of teenagers are used to taking their mobile phones to school now, but I don't see the real need to because schools will phone home if there are any problems.

**B** I don't worry that people are listening. If you're in a public place, you're fair game. They're just social calls and I don't talk that long, just make plans with friends, find out what everybody is doing. Before people had mobiles, back in the 1970s, how did they make plans for Saturday night? Mobile phones are the perfect way to organise last-minute parties. Word spreads fast from phone to phone. Send a text, wait an hour and everyone will be at your house, even the cops!

**C** They are everywhere on the campus, going from class to class all students have mobiles stuck to their ears. I hear kids say all kinds of things on their phones, things I don't want to hear about ... silly, unnecessary chats.

You get mobiles in class too. There's rarely a lecture when somebody's mobile doesn't go off! I just can't get used to it!

I find it so annoying because mobile calls become more important than face-to-face conversations. When a mobile rings, conversations get put on hold. That doesn't seem right!

**D** I use my mobile to call my husband to tell him I'm OK. Mostly I use it when I want to put somebody's mind **at ease**, if I'm running late or in an **emergency**. Even then, I'm still not sure when or where it's **acceptable** to make a mobile-phone call. I am **concerned** about talking on my phone and disturbing people near me. I think I'm quiet enough, but I still wonder if it is OK.

### For Your Info

- cell phone** — USA
- handy** — Germany
- mobile phone** — Britain
- handphone** — Asia

About 90 per cent of 11-16 year olds in the UK have a mobile. Research says 10 per cent of children talk on their mobiles for more than 45 minutes every day.

Nearly one billion texts are sent each day.

### Top reasons to text

- Send a greeting, like Happy Birthday (28 per cent)
- Arrange / Cancel a date (16 per cent)
- Get sports / news updates (7 per cent)
- Flirting (7 per cent)

### GLOSSARY

**you're fair game** — you should expect that

**spread fast** — travel fast

**campus** — the land and buildings of a university or college

**go off** — неожиданно зазвонить

**to put on hold** — откладывать

Which of the explanations shows the meaning of the underlined phrase in Text A better?

- regularly use mobile phones in school
- normally do it so that it no longer seems surprising or strange

**2b Read the texts again and decide which person:**

- 1 is worried about other people's feelings when using his / her mobile phone
- 2 believes mobile phones are not necessary at school
- 3 doesn't think people should use their mobile phones while talking to other people
- 4 is completely positive about using mobile phones
- 5 feels bad about hearing what people say on mobile phones
- 6 thinks he / she sees too many mobile phones around
- 7 uses his / her mobile phone for important calls
- 8 believes that using mobile phones can cause illness

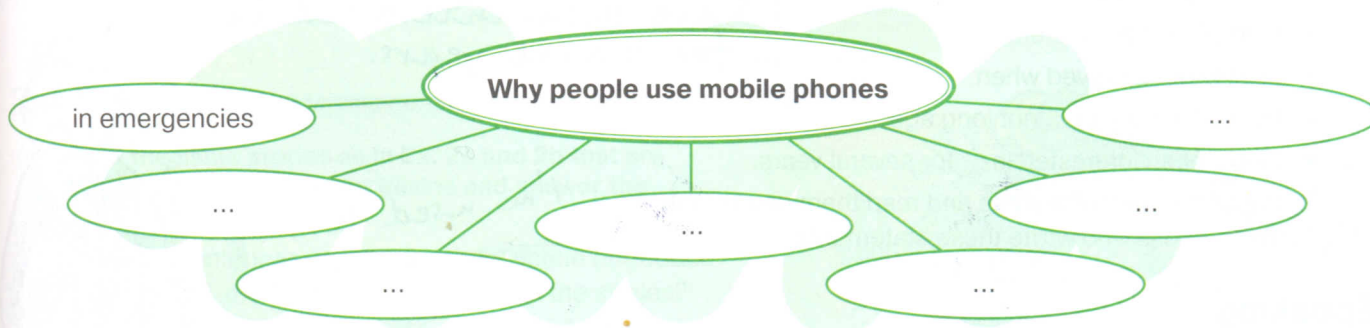
**Vocabulary**

**3a Match the words in bold in Text D with their explanations.**

- 1 that can be allowed
- 2 unexpected or dangerous situations
- 3 comfortable, without worries
- 4 worried

**3b Look through the text in Ex. 2a and complete the mind map.**

- Add your own ideas if you can.



**3c In pairs rate the ideas in Ex. 3b from the most to the least important and explain your rating.**

**3d In Ex. 2a find the phrases the people used to express their attitudes to mobile phones.**

- Write the phrases you found in your personal vocabulary lists.
- Use the phrases to express your attitude to mobiles.

**Example:** *I don't see the real need to carry mobile phones everywhere. / I don't worry that my mobile rings on a bus when there are other people around.*

**Language work**

**4a Answer the question alongside the text in Ex. 2a.**

**4b Read these sentences and answer the questions.**

- A A lot of teenagers are used to taking their mobile phones to school now.
- B Teenagers got used to taking their mobile phones to school very quickly.

- 1 Which of the sentences implies that something has changed? How do you know?
- 2 Does the structure include:
  - a) infinitive?
  - b) *Ving* form?
- 3 Is the word *to* here:
  - a) part of the infinitive?
  - b) a preposition?

**4c Use the LOOK box to fill in the gaps with the right form of be or get.**

- Both positive and negative forms are possible.
- 1 I ... tired when I came home but I ... tired after doing my piano lessons.
- 2 I ... interested in new models of mobile phones when my father bought one.
- 3 I ... (not) interested in new technology, but now I see it can make life more comfortable.
- 4 My sister always ... annoyed when she hears me speaking on the telephone with my friends.
- 5 My mother ... really annoyed that I had not told her that I would come later.

LOOK		
be / get	used to	noun / Ving
	interested in tired of annoyed etc	
<p>I <b>wasn't used to</b> switching my mobile phone off in school but then I <b>got used to</b> it. I simply <b>can't get used to</b> it.</p>		

**4d Play the Habits game.**

- 1 Take several slips of paper and complete the sentences (one sentence on a slip).
  - I'm used to...
  - I'm not used to...
  - I can't get used to...
  - I am usually tired after...
  - I easily get annoyed when...
  - I got interested in ... not long ago.
  - I have been interested in ... for several years.
- 2 Put all the papers in a pile and read them one by one. Try to guess who wrote these statements.

*I can't get used to...*

*I have been interested in ... for several years.*

*I'm used to...*



**Speaking**

**5a Discuss in pairs and decide what you would do and why you would do it in the following situations.**

**Example:** *In a café I'll switch off my mobile phone so as not to interrupt our conversation.*

- 1 You are in a café with your friend. Suddenly your mobile phone rings.
- 2 You are in a lesson. You've forgotten to switch your mobile phone off and it suddenly rings in the middle of the lesson.
- 3 You are in the theatre. Your phone rings during the performance.
- 4 You are at home having dinner with your family. Your phone rings.

**5b In pairs make a list of arguments for and against the statements.**

- Get ready to present your arguments to the class.
- 1 There is no real need to bring mobile phones to school.
- 2 It doesn't matter that people might be listening.
- 3 It doesn't seem right that conversations stop when someone's mobile phone rings.
- 4 We shouldn't use mobile phones in a public place.

**LANGUAGE SUPPORT**

- We have discussed the statement ... and we have come up with some ideas about it.
- On the one hand we agree with the statement and here are our arguments.
- First of all,...
- Another thing is...
- Also,...
- And finally,...
- But on the other hand we...
- On the whole we can say that...

## Lesson 4 Embarrassing situations



### Warm-up

#### 1 Look at the picture and answer the questions.

- 1 What has happened?
- 2 What do you think the person feels?

### Listening

#### 2a In pairs look at the pictures and answer the questions.

- 1 What has happened?
- 2 What do you think the owners of the pets feel?

#### 2b Listen to the stories and say whether your guesses were right.



### Reading

#### 3a Read the same stories as in Ex. 2a and 2b that are published in a teenage magazine and answer the questions.

- 1 Which sentences / phrases set the scene (introduce the place, the characters, the time) in the stories? What tense is used for that?
- 2 What tenses are used to describe what happened in the stories?
- 3 What do the final sentences in the stories tell us about?
- 4 Why is there no name after the first story?



(A) One day I was taking my dog for a walk and **I was on the point of** going home when I noticed a boy I really like with a gang of his friends. Of course, I was trying to act cool, but my dog started to roll in a big, muddy puddle. Then it stood up and shook itself and covered me in mud all over! The boys all laughed, so I ran home. I thought I would never walk my dog again! I was so embarrassed!  
Katie, Wales

- 1 When did she think that?
- 2 Was she thinking about her past / present / future?
- 3 Which word shows that?
- 4 Why do you think *would*, not *will* is used for talking about the future?

(B) Last year when my friend was on holiday I was looking after her pet lizard. When I was getting some food for it, I spilt some on the carpet, so I got the vacuum out to clean it up. I thought I would give the lizard a drink first and went into the kitchen to get some water, leaving the vacuum cleaner on. I came back and, as I **was about to put** the water in the tank, the lizard jumped on my hand. I screamed and it fell on the floor, and was almost sucked up by the vacuum! Luckily, I saved it — it just seemed a bit stunned.  
Jenny, Teddington

#### GLOSSARY

**gang** — компания  
**spill (spilt, spilt)** — рассыпать  
**stunned** — shocked

**3b Discuss in small groups and report the results of the discussion in class.**

- 1 Which situation is more embarrassing / funny? Why?
- 2 How would you feel in similar situations?
- 3 What can help a person to cope with embarrassment:

- a talk with a friend?
- a letter to a magazine?
- a positive reaction from friends?
- the ability to laugh at oneself?
- being alone for some time?
- anything else?

**Vocabulary**

**4a Find the phrases in bold in the texts in Ex. 3a and answer the questions below.**

**Story A**

- 1 Had the girl already started going home?
- 2 What verb form is used after *be on the point of*?

**Story B**

- 3 Had she already put the water in the tank? Why do you think so?
- 4 What verb form is used after *be about*?
- 5 What other way of saying this do you know?

**4b Make sentences using *be on the point of* or *be about*.**

- Change the form of *be* where necessary.

**Example:** *I / go home / when / my dog / start to roll / in a puddle of mud.*

*I was on the point of going home when my dog started to roll in a puddle of mud.*

- 1 The boys / go round the corner / when / they / see me.
- 2 I / greet them / when / my dog / shake itself all over me.
- 3 I / feed my friend's pet / when / I / spill its food.
- 4 I / clean it up / when / a terrible thing happen.
- 5 I / panic / when / I / manage / to switch off the vacuum.

**Language work**

**5a In the text in Ex. 3a find the underlined sentence and answer the questions alongside the text.**

**5b Look at the picture and complete the sentences expressing the girl's thoughts before and after the party.**

- Start the sentences with:

- I thought...
- I was sure...
- I hoped...
- I decided...

**Example:** *The party will be great. – I thought the party would be great.*

**Before the party:**

- 1 I will enjoy every moment of the party.
- 2 My costume will be the best.
- 3 I will win the first prize.
- 4 All my classmates will be impressed!
- 5 The boys will invite me to dance.
- 6 I will have a great time.

**After the party:**

- 7 I will never go there again.
- 8 They will always think I am stupid.

**6 Write a story about an embarrassing situation.**

- You can either use the picture story (Ex. 5b) or a story of your own. See also Ex. 3a.



**LOOK**

**Future seen from the past**

**Ved** (past form) + **would V**

**I thought I would** never walk my dog again!

# Lesson 5 I don't belong

## Warm-up

1 Look at the picture and answer the questions.

- 1 Who is the girl?
- 2 Why is she here?
- 3 How does she feel? Why?
- 4 Is it going to be easy for her to be with the others? Why?



## Reading

2a Read the text and say what you have learnt about Nasim from the text.

Nasim didn't talk to any of the girls that week. The teachers were all kind to her and some of them remembered to speak slowly when they were talking to her, though some, like Mr Brown, shouted. Miss Peters always smiled at her and **repeated** things for her, but Mr Bead was the only one who ever sat down by her when he had set work for the others, and she always shrank away from him. Occasionally someone shouted out a remark to her, which she didn't understand but which made everyone else laugh; she burned inside with humiliation, knowing that they must be laughing at her, though she didn't understand why. Most people **ignored** her, even when she smiled at them, and this was even harder for her to understand.

She spent break and lunchtime in the classroom; if she went outside she stood alone, and she found it difficult to **recognise** even the children from her own class.

She didn't say anything about all this at home. (Her aunt had never been to an English school, neither had Majad or Uncle Assan. How could they imagine what it was like for her? And as for little Yasmine, she had always lived here. She chattered away in English with a broad local accent, and had made dozens of friends at her little local school.) Nasim kept her puzzlement and her disappointment to herself, and late at night when the house was quiet and Yasmine asleep beside her she struggled to keep the thoughts of home out of her mind.

"I wish I hadn't come here," she whispered into the silence. "I don't belong."

### GLOSSARY

**shrink away** — отпрянуть

**burn here** — feel a very strong emotion

**whisper** — шептать

**humiliation** — унижение

**chatter away** — talk non-stop

**puzzlement** — a feeling of not understanding something

2b Read the text again and choose the correct answer to the questions.

- 1 Nasim didn't talk to other children at school because she
  - a) didn't speak English well
  - b) couldn't tell her classmates from one another by their faces
  - c) could see that they didn't want to talk to her
- 2 Nasim stayed in the classroom at lunchtime because
  - a) she had forgotten her lunch
  - b) she didn't know the way back if she left the classroom
  - c) she didn't want to stand alone in the corridor
- 3 When classmates laughed at her she
  - a) cried
  - b) didn't understand
  - c) talked to a teacher
- 4 Nasim didn't tell anybody at home about her problems at school because she thought
  - a) they were not interested
  - b) they wouldn't understand
  - c) they never went to school
- 5 Nasim felt unhappy because she
  - a) was in a country where she was a stranger
  - b) didn't understand anything at school
  - c) looked different from others



**2c** In pairs answer the questions and give reasons for your answers.

- 1 What does Nasim feel?
- 2 What do you think her problems are?
- 3 Was it possible to solve the problems? How?
- 4 Who do you think tried to help her?
- 5 What do you think the title of the lesson means?

**Vocabulary**

**3a** In the text in Ex. 2a find the words in bold and choose the best explanation for each of them.

**1 repeated**

- a) said something again
- b) said something loudly

**2 ignored**

- a) people were aggressive
- b) didn't pay attention to her

**3 recognise**

- a) to know a person by his face
- b) understand what a person speaks about

**3b** Read the text again and fill in the table with the words and phrases which describe what the characters did and felt.

Nasim	Other people

**3c** In pairs say what you would do and feel if you were a character in the story.

- Use the ideas from the table in Ex. 3b.

**Example:** *If I were Nasim, I would try to talk to my classmates.  
If I were a teacher, I would never shout at pupils.  
If I were her classmate, I would(n't)...*

**Speaking**

**4a** Find out how you feel in the situations listed below and compare yourself and your partner.

- 1 Mark the statements in the table true (T) or false (F).
- 2 Compare your answers with your partners.
- 3 Prepare to report what you and your partner have in common.

	True	False
1 I find it easy to be kind and friendly to people who are different from me.		
2 I always smile at people when I greet them.		
3 When I want to talk to a person I sit down next to that person to create a friendly atmosphere.		
4 When I see that somebody is doing something strange or something I don't like I always shout out a remark to that person.		
5 I don't think it's a good idea to laugh at people when they are in an embarrassing situation.		
6 When I don't like a person I just ignore him / her.		
7 When I meet a lot of new people it's difficult for me to recognise all of them.		
8 When I have a problem with my friends or classmates I prefer to keep it to myself.		

**4b** In groups of three or four answer the questions and take notes.

- 1 Could Nasim's situation happen in your class?
- 2 What do you think should be done to overcome such situations?

**4c** Write ground rules for yourself on how to behave in your class and to be friendly and polite with classmates.

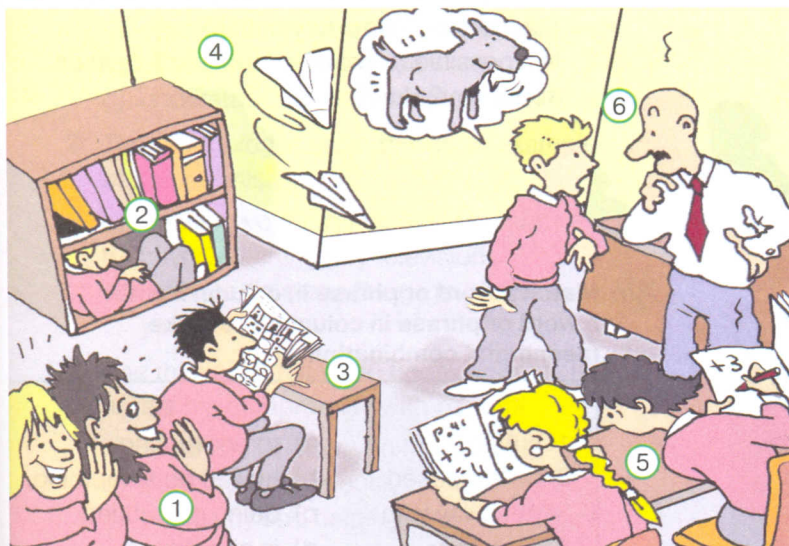
**Personal Ground Rules**

I should...  
I will...

# Lesson 6 They are human too

## Reading

1a Read the texts and match the situations in the pictures with the texts.



**A You... forget teachers are human**

If you have ever been amazed that your French teacher is a champion dancer in his spare time, giggled when your Maths teacher wore leather trousers, or nearly fainted in shock when you saw your head teacher kissing her husband in the supermarket, then you're **guilty of** forgetting that your teachers are really people outside school.

**B You... misbehave in class**

... you play practical jokes like hiding in cupboards or gluing the marker pens to the board, talk when you **are supposed to** be working, read your favourite magazine inside your textbook, shout, giggle, pass notes — you get the idea...

**C You... suffer in silence**

You can't **work out** how to do something, either because you were ill when the class learnt it, you've forgotten it, or you just don't understand. You are too embarrassed to ask the teacher so you keep worrying yourself to death, missing class, or just copying the answers from your mates.

**D You... act like they're stupid**

You tell your teacher your dog ate your homework ... or you couldn't do it because you left all your books at school ... or your *mum is ill and you didn't have time to do your project because you have to look after your 17 brothers and sisters*. You pretend to be bent over your books studying when in fact you've fallen asleep. You copy tasks from your mates. And you think you've **got away with it**.

### GLOSSARY

**giggle** [gɪɡl] — хихикать

**faint in shock** — упасть в обморок

**be bent over your books** — склоняться над книгами


1b In small groups discuss and decide how your teacher might react in each situation.

- Make notes.

1c Find out what your teacher really thinks about each situation.

- Report to the class which of your guesses were right / wrong.

## Listening

- 2a**  Listen to what most teachers think about such situations and match their opinions with the situations.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

## Vocabulary

- 3a** Find these words and phrases in the text in Ex. 1a and choose the right meaning for them.

- 1 be guilty of**
  - a) to feel you did something wrong
  - b) to feel you did something right
- 2 be supposed to**
  - a) you should be doing something
  - b) you think of doing something
- 3 suffer**
  - a) have a rest
  - b) have a problem
- 4 work out**
  - a) calculate
  - b) understand
- 5 get away with**
  - a) succeed in doing something wrong
  - b) being caught and punished for something *you did wrong*

- 2b** Discuss in pairs these questions and report the answers to the class.

- 1 Why do pupils act like this?
- 2 Does your teacher think the same as most teachers do? Why do you think so?
- 3 Is it possible to change a teacher's opinion about you? How?

- 3b** Match a word or phrase in column A with a word or phrase in column B to make meaningful combinations.

A	B
1 suffer	a) to be working
2 be supposed	b) how to do something
3 get away with	c) doing something
4 work out	d) in silence
5 be guilty of	e) something

- 3c** Use the phrases from Ex. 3b to fill in the gaps in these sentences.

- Make any necessary changes.
- 1 When you shout out a rude remark, you ... forgetting that people may get offended.
  - 2 "You won't ... your lies! I see through you!" said the head teacher.
  - 3 These pupils ... working. Why are they running around?
  - 4 *Don't... Tell me what happened! I will help you!*
  - 5 *I can't ... how to do this sum. Can you help me?*

## Speaking

- 4a** In small groups discuss and answer the questions.


- Involve your teacher.
  - Give your reasons.
- 1 Have the situations described in Texts B, C, D in Ex. 1a happened with you or in your class?
  - 2 Should we avoid such situations? Why? Why not?
  - 3 What could pupils do? What could teachers do?

- 4b** In groups agree on the two or three best ideas about how to avoid such situations in your class.

### These ideas may help you

- Be attentive to the people around you!
- We all have good days and bad days!
- Laugh with the rest and get on with your work!
- If you need help, say so!
- Try being honest!
- Try doing your task in the first place!
- Apologise if you feel you are guilty!
- Promise to do better next time and mean it!

## Lesson 7 Check your progress

1  Listen to a school psychologist and choose the right answer to the questions below.

- 1 Compromise is about
  - a) consideration for other people's feelings
  - b) understanding what you want
  - c) understanding what people think about you
- 2 The psychologist gives this as an example of compromise
  - a) washing your dirty clothes yourself
  - b) never watching any television
  - c) trying to do some things to please your parents
- 3 She thinks the following behaviour may help to reach a compromise with parents
  - a) watching TV after you have a cola
  - b) doing sports seriously
  - c) being tidy and helping about the house
- 4 In her opinion to reach a compromise more quickly, you should at first
  - a) listen to the person you talk to
  - b) suggest something extreme
  - c) insist on your opinion
- 5 She gives an example of how to
  - a) have a friendly discussion about how to organise a party
  - b) call parents from a party to calm them
  - c) get parents to agree that you can return late from a party

Score: 15

2 Read the article about the history of birthday parties and mark the statements true (T) / false (F).

- 1 The tradition of birthday parties started in order to have a celebration for friends and relatives on that day.
- 2 On this day friends and family brought their good wishes and presents to frighten evil spirits away.
- 3 The first celebrations were organised for children.
- 4 The first children parties were organised in Germany.
- 5 Such traditions as cakes with candles and birthday games are similar in many countries.

The tradition of birthday parties started in Europe a long time ago. It was feared that evil spirits were particularly attracted to people on their birthdays. To protect them from harm, friends and family would come to be with the birthday person and bring good thoughts and wishes. Giving gifts brought even more good cheer to keep away the evil spirits. This is how birthday parties began.

At first it was only kings who were recognised important enough to have a birthday celebration. As time went by, children became included in birthday celebrations. The first children's birthday parties happened in Germany and were called *Kinderfeste*.

Some traditions are quite similar in many parts of the world; birthday candles which carry wishes up to God, birthday games which check how much more a child can do compared to last year, and birthday pinches (ущипывания) or taps (шлепки) which bring good luck for the coming year. Some traditions are more specific to certain countries.

Score: 10

3 Read what a teenager says about his first day at a new school and put the verb in brackets in the proper form.

- 1 When the school year started I was about ... (panic) — I thought I would never remember the names of my classmates.
- 2 I was sure they ... (not / want) to talk with me — they all looked so cool. I was too shy, I hoped somebody ... (talk) to me first.
- 3 I was on the point of ... (ask) my mum to return to my first school when everything changed.
- 4 Our teacher told us ... (organise) a competition for those who were interested in music.
- 5 Music has always been one of my hobbies and I was about ... (say) something about it when one of the class leaders asked me to help organise a contest about the latest groups and singers.
- 6 Then I realised I ... (have) many new friends there. And now I am happy I came to this school on the first of September.

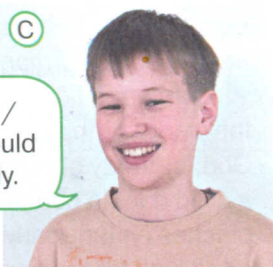
Score: 7

**4 Fill in the gaps in the sentences with *be* or *get* in the proper form.**

- Sometimes both are possible.
- 1 I can't ... used to starting classes so early — it's difficult for me to concentrate.
- 2 At school I ... used to doing homework every day and it wasn't difficult for me to get ready for the final exams.
- 3 I think it's more difficult to study in the eighth grade but I'm sure I'll ... used to it.
- 4 My sister ... used to keeping a diary. She sometimes reads her funny notes and the whole family enjoys it.

**Score: 4**

**5 Read what some teenagers from the school council say about rules of behaviour at school and choose the right option.**



**Score: 5**

**6 Choose the best word or phrase to complete the sentences.**

- 1 Pupils who ... no respect for their classmates may have no friends.  
A put B show C take D offer
- 2 It's always pleasant to ... a birthday gift.  
A receive B take C send D win
- 3 May all your wishes ... true!  
A get B become C be D come
- 4 It's an old tradition to ... a birthday cake with candles.  
A decorate B celebrate C put D light
- 5 They were ... late so we didn't get to the city centre until 3 o'clock.  
A going B falling C running D doing
- 6 Do you think he will ... us? We haven't met for five years.  
A see B know C hear D recognise
- 7 I'm sure she recognised me but she just ... and went on speaking to her friends.  
A ignored B pretended C recognised D noticed
- 8 She is a very nice woman. She always does everything to ... the person she is talking to at ease.  
A make B put C do D feel
- 9 It's Dad's birthday and we are going out for a meal to...  
A mark B congratulate C celebrate D remember

**Score: 9**

**Total score: 50**

## Lesson 8 A class agreement

You are going to make a poster about the relationships in your class. Follow the instructions below, agree on the rules, design a poster and display it in your class. And keep to your agreements!

### 1 At home prepare the following materials for the project and bring them to the class.

- 1 List of ideas about how to make birthday celebrations special for your classmates (Lesson 1).
- 2 Arguments for and against using mobile phones at school (Lessons 2–3).
- 3 Short personal stories about embarrassing situations (Lesson 4).
- 4 Personal ground rules about attitudes to new pupils in the class (Lesson 5).
- 5 List of ideas about avoiding awkward situations with your teachers in class (Lesson 6).

using mobile  
phones at school

embarrassing  
situations

attitudes to  
new pupils

### 2 Make a poster about your class.

- 1 As a whole class make six piles of material — each pile for one topic (see Ex. 1).
- 2 As a whole class agree which of the topics is taken up by each group so that all the topics are covered and take your group's materials.
- 3 In your work group look at the materials and decide which you are going to include in your poster.
- 4 Draft a poster.
- 5 Make the final version of your poster.
- 6 Decide on how you are going to present your poster.

awkward situations  
with your teachers



### 3 Present your poster.

- 1 Display your group poster for the class and briefly present it. If your classmates have questions, answer them.
- 2 Listen to the other presentations and ask questions if something is not clear to you. Say what you like in each poster.

### 4 Think of your own work during the lesson and fill in this evaluation card.

#### PUPIL'S EVALUATION CARD

	Questions	Score
1	Did I like how the work went?	1–2–3–4–5
2	Did I bring any useful materials or ideas?	1–2–3–4–5
3	Did I use English during the work?	1–2–3–4–5
4	Did my group show good results?	1–2–3–4–5
	<b>Total score:</b>	<b>/ out of 20</b>

## Lessons 1–2 Detectives

### Warm-up

1 Look at the pictures and answer the questions.

- 1 Do you know these people?
- 2 What do they have in common?



### Reading

2a Look at the picture and say what the story might be about, then read the text and check your guesses.



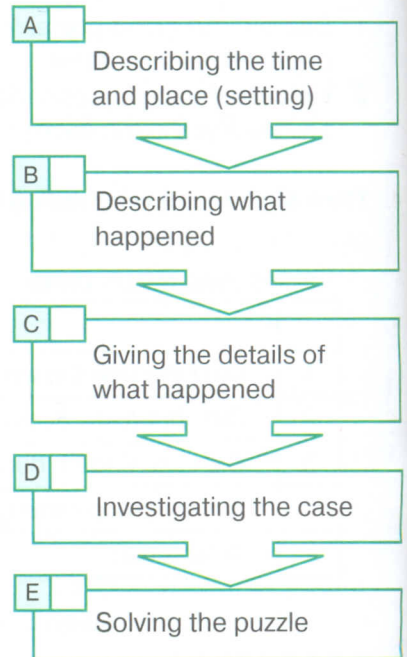
edge

#### MOONLIGHT SONATA

- 1 It was a cold winter night in the Rocky Mountains. The temperature had fallen well below zero, but it was cosy and warm in the lounge of Forest Lodge, the hotel where Detective Lorna Cummins was spending a holiday. She sat lazily in front of a huge fire.
- 2 Suddenly, a desperate-looking man burst in the front door, shook water from his clothes and fell on the floor. It was Harry Lewis, one of the guests at the hotel.
- 3 The hotel doctor managed to revive him, and, with great difficulty, Lewis told his story.
- 4 "My wife Connie, and I love ... loved ice-skating. The full moon is so bright tonight that Connie thought it would be romantic to go skating," he explained.

#### GLOSSARY

- lounge** [laʊndʒ] — холл
- revive** [rɪ'vaɪv] — вернуть к жизни
- sob** — рыдать



5 "We must have skated for about twenty minutes when Connie suggested having a race. She was a better skater than me and skated ahead. I called out to her to stop but she didn't listen. I couldn't see her in the dark, but I could hear her laughter. Suddenly, the laughter stopped. Then I saw a big hole in the ice. I think someone must have made it earlier to fish or something. I realised with horror that Connie must have fallen in. She can't have seen the hole in the dark, poor darling."

6 "Calm down, Mr Lewis," said Detective Cummins, touching his wet shoulder gently, "What happened next?"

7 "I took off my skates and jumped in after her. I tried to find her, but it was no use. I could see a cabin at the edge of the lake, so I shouted for help, but there can't have been anyone there because no one came. So I walked back here."

"Let's hope for the best," said Detective Cummins. "She might not have fallen in the hole ... but something just as bad could have happened to her."

Led by hotel staff Detective Cummins walked the half mile to the lake and found the large hole in the ice that Lewis had described. His skates were close by but there was no sign of his wife's body. They made their way back to the hotel in the freezing night, carrying Lewis's skates.

8 When he saw the skates, Lewis broke down and sobbed into his hands.

9 "You can stop the acting now, Lewis. I know you're lying. Tell me what really happened to your wife," said Lorna Cummins...

- 1 Was Lewis absolutely sure?
- 2 Was Lewis sure that Connie didn't see the hole?
- 3 Was Detective Cummins sure of what she is saying?

**2b Look through the story and say who these people are:**

- 1 Lorna Cummins
- 2 Harry Lewis
- 3 Connie

**2c Which questions CANNOT be answered in the story?**

- 1 What was Ms Cummins wearing?
- 2 Did Lewis and Connie get married long before the event?
- 3 Who was a better ice-skater?
- 4 Why was there nobody in the cabin near the lake?
- 5 Did Lewis love his wife?
- 6 Did Detective Cummins guess what had happened to Connie?

**2d Match the parts of the diagram on the right of the text page 110 with the parts of the text.**

**Vocabulary**

**3a Translate the highlighted phrase in Ex. 2a into Russian and answer the questions.**

- 1 Which verb form is used after the Russian verb *предложить*?
- 2 Which verb form is used after the English verb *suggest*?
- 3 Does either of the sentences say who the suggestion was addressed to?

**3b Choose the right verb form.**

- 1 Miss Marple suggested to *find* / *finding* new evidence.
- 2 Sherlock Holmes suggested *examining* / *to examine* the room again.
- 3 Anastasia Kamenskaya suggested *checking* / *to check* the doctor's alibi.



## Language work

4a Answer the questions alongside the text in Ex. 2a.

4b Fill in the table with phrases from the text in Ex. 2a.

Not a fact, but the speaker is sure (deduction)	The speaker is not sure (possibility)
We must have skated...	...she might have fallen...

4c Fill in the gaps with the phrases in the box.

- Refer to the text in Ex. 2a.

must have seen    must have run away  
can't have stayed    must have wanted

- Connie ...
- In such a cold night Lewis's clothes ... wet for long.
- For some reason Lewis ... to hide the truth.
- Connie ... the hole in the ice, because the moon was so bright.

### LOOK

#### Modal verbs for expressing deduction (about the past)

**must have + V(3)**  
**can't have + V(3)**

She was not at home — **she must have been** at work. It was dark, and the inspector **can't have seen** the robber.

#### Modal verbs for expressing possibility (about the past)

**might have + V(3)**  
**could have + V(3)**

We didn't find the gun. He **might have hidden** it or thrown it away. The inspector was not sure who had committed the crime — it **could have been** any of the suspects.

4d Match the sentences in column A with the sentences in column B.

**Example:** *Hercule Poirot was sure that the woman had written the letter. — She must have written the letter.*

A	B
1 Hercule Poirot was sure that the criminal had escaped.	a) She could have met him.
2 Miss Marple thought that the woman had met her husband, but she was not sure.	b) He might have escaped.
3 Sherlock Holmes was certain that the suspect had not been able to escape.	c) He must have escaped.
4 Anastasia Kamenskaya understood that Liza had met her son secretly.	d) She must have met him.
5 Hercule Poirot doubted that the burglar had escaped, though it was possible.	e) He can't have escaped.

4e For each of these Russian sentences find an English equivalent in Ex. 4d.

- Не может быть, чтобы он убежал.
- Может быть, он убежал.
- Должно быть, он убежал.
- Вероятно, она встретила его.
- Должно быть, она встретила его.

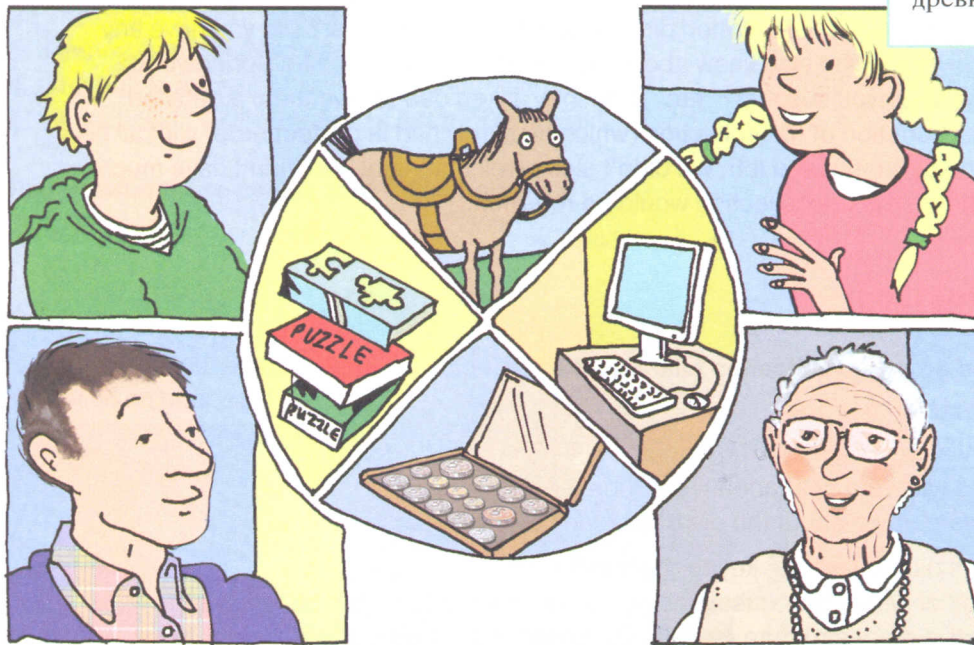
## Speaking

5 Discuss in pairs how Detective Cummins in the text in Ex. 2a found out that Harry Lewis's story was not true and report to the class.

## Lesson 3 Coin collection

- 1a Look at the pictures and guess how the objects are related to the main characters of the story.

*Example: Father might like riding horses.*



### GLOSSARY

**grumble** — ворчать

**ancient origin** ['eɪnʃənt 'brɪdʒɪn] — древнее происхождение

- 1b Read the beginning of the story and check your guesses.

My name is James Springwood. Mum and dad still call me Jimmy, which I don't like as I am already 13, but parents are parents. My dad works as a manager for a big company producing computer electronics, my mum is a housewife. Now she is visiting her sister in Liverpool, so my dad and me are the only people responsible for the family now. I also have a 10-year-old sister, little Jan, as everybody calls her. She is crazy about puzzles. Sometimes she is fun to talk to, but to tell you the truth I would prefer somebody else's company most of the time. Why are little girls so nosy and sticky? Our gran also lives with us. She is the best granny in the world. In her youth she used to ride horses and play baseball with boys, and she knows a lot of tricks and card games. Our family is of ancient origin, and gran says that her great-great-grandfather was a very important person and lived in a castle in the southwest of Britain. This fact is important for the story I am going to tell you.

At the end of April our head teacher came to our class and announced that there would be a school exhibition of students' collections. So we were invited to participate. I was glad as we had a wonderful coin collection at home, dating back to the 18th century.

So when I came home the first thing I burst out with was, "Dad, where's our coin collection? I need it for our school exhibition!" Dad didn't seem to be very pleased, he started grumbling something like, "It's our treasured possession... all the family are proud of it... you are not responsible enough..."

- What do these phrases mean:  
she is fun to talk to  
a) it is interesting to talk to her  
b) she is funny  
she used to ride horses  
a) she often rides horses  
b) she once rode horses  
he kind of agreed  
a) he was kind and agreed  
b) he agreed in a way
- Why is *is* here and *are* there?

3 Which happened earlier? How is it shown?

4 Who are *they*? Why *they*, not *it*?

But I said, "Dad, this is the way to make our collection even more famous!" and he kind of agreed. But when he unlocked the bureau where the collection had always been kept, we saw it was gone! The only two people who had the key to the bureau were him and gran, but gran showed the key and said she hadn't used it for ages. Dad got furious. We all were very worried too. He called the police and they arrived immediately. They examined the bureau and the area around and asked dad and gran a lot of questions, like, "When did you see the collection last? Did you have any visitors? Who else knew about the collection? Where is Mrs Springwood? Who do you suspect?" etc. Then they asked dad to give them a detailed description of the collection (which he surely had in perfect order with all his documents), and left. We didn't sleep well that night. We didn't have much hope that the collection would be returned.

1c Do question 1 alongside the text.

1d Look through the text and do the investigation following these steps:

- 1 Find in the text the evidence to prove
  - a) that the collection was very valuable
  - b) that Mr Springwood was very neat about his things
  - c) that all the family were upset about the disappearance of the collection
- 2 Which of the characters didn't have the key to the bureau?
- 3 If you were a police officer what other questions would you ask the Springwood family?
- 4 What part of the detective story structure (see Ex. 2a, Lessons 1–2) does this text refer to?

1e What do you think happened to the collection in Ex. 1b?

- Use the ideas from the box.

**Example:** A robber must have stolen the collection. Jim's mum can't have taken the collection.

- hide
- give (as a present)
- disappear
- lose
- sell

## Language work

2a Answer questions 2 and 4 alongside the text in Ex. 1b.

2b Study the LOOK box and choose the right form of the verb in the sentences below.

- 1 My family *is / are* on holiday in Britain.
- 2 The family *is / are* an important part of every society.
- 3 The police *is / are* investigating a very strange case now.
- 4 CSKA Moscow *is / are* one of the best Russian football teams.
- 5 Our class *is / are* working together on a project.

### LOOK

#### Collective nouns

**family, team, group, class, company, government**

**Singular verb**

Focus on the group as a whole:  
**Our family is** of ancient origin.

**Plural verb**

Focus on the individuals making up a group:  
**All the family are** proud of it.

**police, a number of, a group of**

**Plural verb**

He called **the police** and **they** arrived immediately.

3a Answer question 3 alongside the text in Ex. 1b.

3b Report what the characters said or asked.

**Example:** *Granny said, "In my childhood I used to ride horses."*  
 – *Granny said that in her childhood she had used to ride horses.*

- 1 James said, "Our headmaster came to our class."
- 2 The police asked, "When did you last see the collection?"
- 3 Granny said, "I haven't seen the collection for ages."
- 4 The police asked, "Have you had any visitors lately?"
- 5 James said, "Our mother has left for Liverpool."

3c Report what these people said to the police.

**LOOK**

**Sequence of tenses in reporting speech (about the past)**

**asked / said to somebody / told somebody that somebody had Ved(3)**

The inspector said, "We have found the criminal."

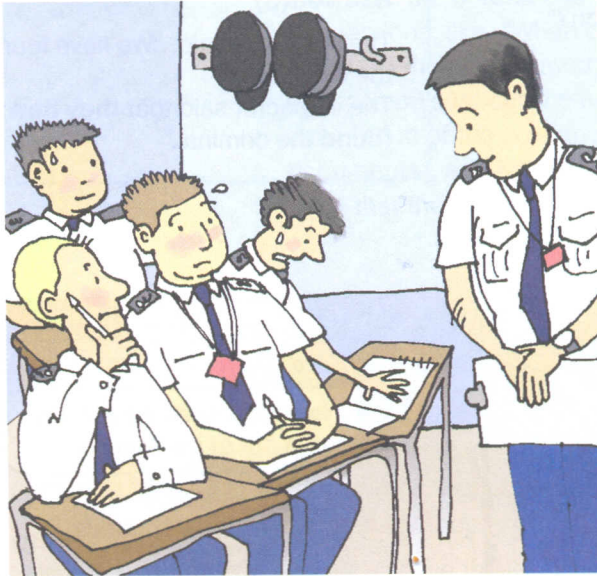
The inspector said that **they had found** the criminal.



# Lesson 4 What is "Glydocalm"?

## Vocabulary

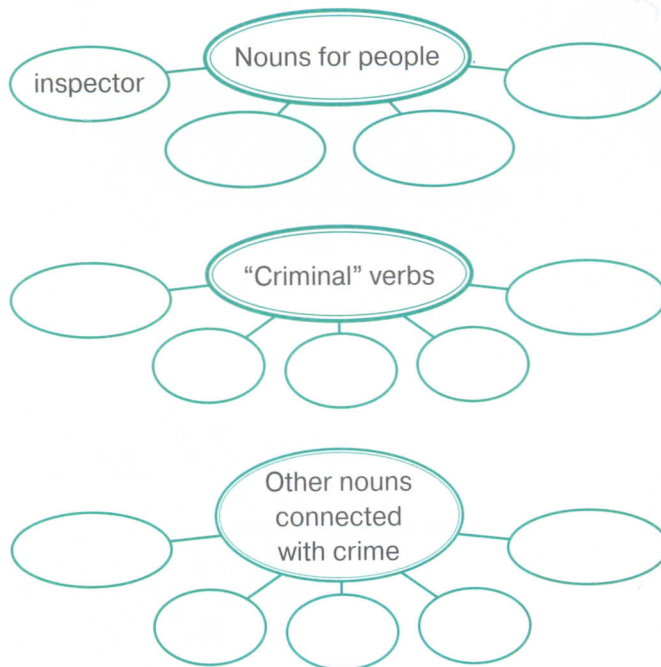
- 1 Help the students from the police college to do their test.



Task 1: Fill in the mind maps with the words in the box.

- If necessary use the clues.

commit a crime   examine   suspect   evidence  
 crime   investigate   find out   suspect   case  
 investigation   witness   criminal   crime scene

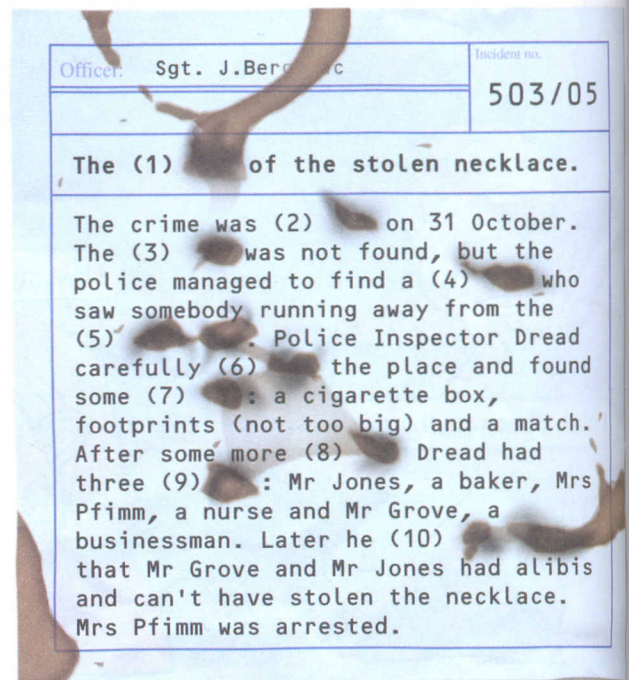


### CLUES

- case** *n* — an event that needs police investigation
- crime** *n* — an illegal activity
- crime scene** *n* — the place where a crime happened
- commit a crime** — do something illegal
- criminal** *n* — someone who does illegal things
- evidence** *n* — facts or objects that make you believe that something is true
- examine** *v* — to look at sth carefully because you want to find out more about it
- find out** *v* — to get information about sth, either by chance, or trying to get it
- investigate something** *v* — to try to find out the truth about a crime or a problem, especially by using careful methods
- investigation** *n* — a process of investigating
- suspect (someone of something)** *v* — to think that something (especially bad) is probably true
- suspect** *n* — someone who is thought to be a criminal
- witness** *n* — someone who sees a crime or an accident and can describe what happened

Task 2: Restore this police report which has been spoiled by coffee.

- You may use the clues again.
- Remember to use the correct forms of the words.



## Reading

- 2a Read the next part of the story about the coin collection and find the wrong ending for each of the sentences below.

Early the next day I awoke to someone tickling my left heel. Of course it was little Jan! So many times had I told her that I hated to be woken up like that! But Jan looked serious, which is very unnatural for her. "Look, James!" She calls me James when she wants something from me. She handed me a small piece of paper, on which something like a map was drawn. There was also something on the other side. I read, "Glydocalm — Take two tablespoons three times a day." It was obviously a doctor's prescription, and it was for Mrs E. Springwood, my gran! The map... there was something very familiar about it. It looked like there was a park nearby, the park where we walk in good weather. Yes, the flowerbed, the old oak tree, the Swan Pond, the Rose Alley... Everything was here, drawn with Gran's trembling hand! Hmmm... Glydocalm... "Hey, Jan," I said. "Go to the library and bring the medical encyclopedia... Quick!" As Jan disappeared from my bedroom I heard the phone ringing. My dad answered, and I am giving the full text of the talk here because it is also very important.

- 1 James and Jan found
  - a) the medicine
  - b) the prescription
  - c) the map of the park
- 2 James sent Jan
  - a) to the library
  - b) to the park
  - c) to find the encyclopedia
- 3 The phone call was
  - a) answered by James
  - b) very important
  - c) answered by his father


### GLOSSARY

<b>tickle</b>	— щекотать
<b>heel</b>	— пятка
<b>hand</b> v	— подавать
<b>obviously</b>	— очевидно
<b>prescription</b>	— рецепт
<b>familiar</b>	— знакомый
<b>trembling</b>	— дрожащий

- 2b Look through the text and answer the questions.

- 1 Do you think James is a good brother? Why?
- 2 Why do you think the plan of the park was drawn?
- 3 What part of the diagram in Ex. 2a (Lessons 1–2) does this text refer to?

## Listening

- 3  Listen to the conversation between Mr Springwood and the doctor and say what the reason for the call was.

- Choose from the list.
- 1 to make an appointment (назначить встречу) for next week
- 2 to inform Mrs Springwood about the book she had left at the doctor's office
- 3 to invite James to visit the doctor and discuss the message left in the book

## Speaking

- 4a Answer the questions.

- 1 Is the phone call you have just heard formal or informal? What helped you to decide?
- 2 In which situations from the list below would you talk more / less formally? Why?
  - a) talking to your friend
  - b) talking to your headmaster
  - c) making an appointment at the dentist's
  - d) talking to your granny
  - e) calling your mother's office

4b  Listen to the conversation again and complete the sentences.



Mr Springwood: Hello.  
 Dr Bellingham: Good morning. (1) ... Mrs Springwood?  
 Mr Springwood: Henry Springwood (2) ... My mother is out at the moment. (3) ...?  
 Dr Bellingham: (4) ... Doctor Bellingham. (5) ... leave a message for Mrs Springwood?  
 Mr Springwood: (6) ...  
 Dr Bellingham: Your mother was here to see me a week ago and she left her book here. It's got her name in it. (7) ... about the book?

4c If James had answered the doctor's phone call what might have taken place between them?

- Use the language of a formal call (see your notes for Ex. 4b).
- Choose from the following ideas:



James asks the doctor about his granny's illness but the doctor refuses to answer his question because doctors keep their patients' secrets.

James asks the doctor about his surgery hours (timetable). The doctor gives this information.

Your own ideas.



# Lesson 5 Treasure trail

## 1a Read the text and find out:

- 1 what Glydocalm is
- 2 who went to Doctor Bellingham's surgery
- 3 what kind of book James' granny left at the doctor's
- 4 what the children found in the book

Needless to say, Jan tagged along with me when I was ready to go to see Doctor Bellingham. She said that she had already done a lot for the investigation. By the way, Glydocalm appeared to be a strong medicine for improving your memory processes. OK, OK... it is always easier to agree with my sis. Anyway it made the walk less boring, though I was tired of her "why's" and "what's" by the time we reached the doctor's surgery. Dr Bellingham gave us the book, some of those stupid love stories, and when I took it I noticed something like a bookmark inside. But it was not a bookmark — it was a kind of a strange text, which reminded me of the pirate stories I used to read in my childhood.

The most amazing thing about that text was that it was written in granny's handwriting! This whole thing was getting more and more interesting.

## GLOSSARY

**tag along** — тащиться  
вслед

**improve** [im'pru:v] —  
улучшать

**sis** — *informal* sister

**bookmark** — закладка

**handwriting** — почерк

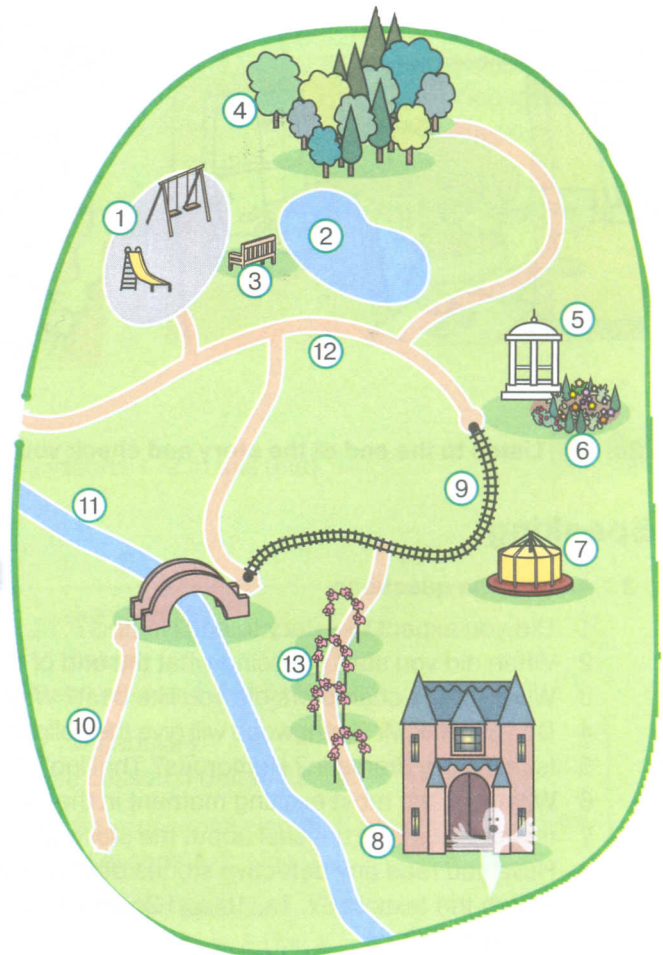
**surgery** ['sɜ:dʒəri] —  
кабинет врача

## 1b Read the text that the children found in their granny's book and follow the directions.

### Find the treasure

- 1 Start at the park gate and follow the path. Turn left and go round the playground. You will see a lot of trees. Find the big oak tree on the left. This is **point A**.
- 2 Start at the flowerbed and go along the children's railway to the end of the railway. Then go over the bridge across the Jolly Stream and follow the road to the end of it. This is **point B**.
- 3 Go half way along the railway. Turn southeast along Rose Alley. You will see the Horror Castle attraction. Find the left tower. **Point C** is at the base of it.
- 4 Start at the merry-go-round. Go north as far as the pavilion. Go around the pavilion. You will see the path. Go west along the path. As soon as you pass the lake, turn north from the path. You will see a bench. This is **point D**.

Now you have all four points. Join lines A and B, B and C, C and D. From where line DC crosses line AB draw a line perpendicular to BC. You will get another point. IT IS UNDER this point!





### Listening

2a Compare these pairs of sentences using the questions below.

- 1 Which is more neutral / emotional, (A) or (B)?
- 2 What do you think makes them more emotional?

A	B
I tiptoed out of the house.	I walked out of the house.
I saw Jan sneaking behind me.	I saw Jan following me.
She had been suffering from attacks of amnesia.	She had amnesia.

2b Put the pictures in the right order.



2c Listen to the end of the story and check your guesses.

### Speaking

3 Answer the questions.

- 1 Did you expect the story to end like this?
- 2 When did you start guessing what the end of the story would be? What helped you?
- 3 Which of the characters did you like best? Why?
- 4 Do you think Mr Springwood will give the collection to James for the exhibition? Why? Why not?
- 5 Is this story dramatic? Humorous? Thrilling? Why do you think so?
- 6 What was the most exciting moment in the story for you? Why?
- 7 Is there anything unusual about the story you have read? If yes, what is it?
- 8 Have you read any detective stories before? Do you like reading them? Why?
- 9 Match the texts in Ex. 1a, 1b and 2c and the parts of the diagram alongside the text in Ex. 2a Lessons 1-2.

# Lesson 6 Join the Agatha Christie Club

## Writing

1 Write a detective story for the Agatha Christie Club almanac.

- Follow the steps:
- 1 Look through the three plots below and choose one for your story.

A musician has been robbed. His expensive trumpet and clarinet were stolen. They had been kept in his study, which nobody was allowed to enter. Footprints were found on the floor, and traces of someone standing on his / her knees were left in the dust near the desk. His neighbours said they had been out all the week.



A summer cottage, belonging to a shop owner has been destroyed. The windows were broken, the furniture was broken too, the floor was covered with dirt and spilt paint. There was a witness — an old woman who said that she had seen two people in black jumping out of the window on Wednesday night (at about 11 p.m.).

A 13-year-old schoolboy has disappeared. Nobody knows where he is, but he has sent his family two messages telling them that he has been kidnapped, but *everything is OK with him*. He wrote that the kidnappers wanted a ransom (a large sum of money) to set him free.

### LANGUAGE SUPPORT

#### Agreeing and disagreeing:

- I like / don't like the idea of...
- I am all for it.
- *I don't think it's a good idea.*
- That's a good idea.
- Not a bad idea!
- Sounds good to me.
- That won't work!
- That'll do!

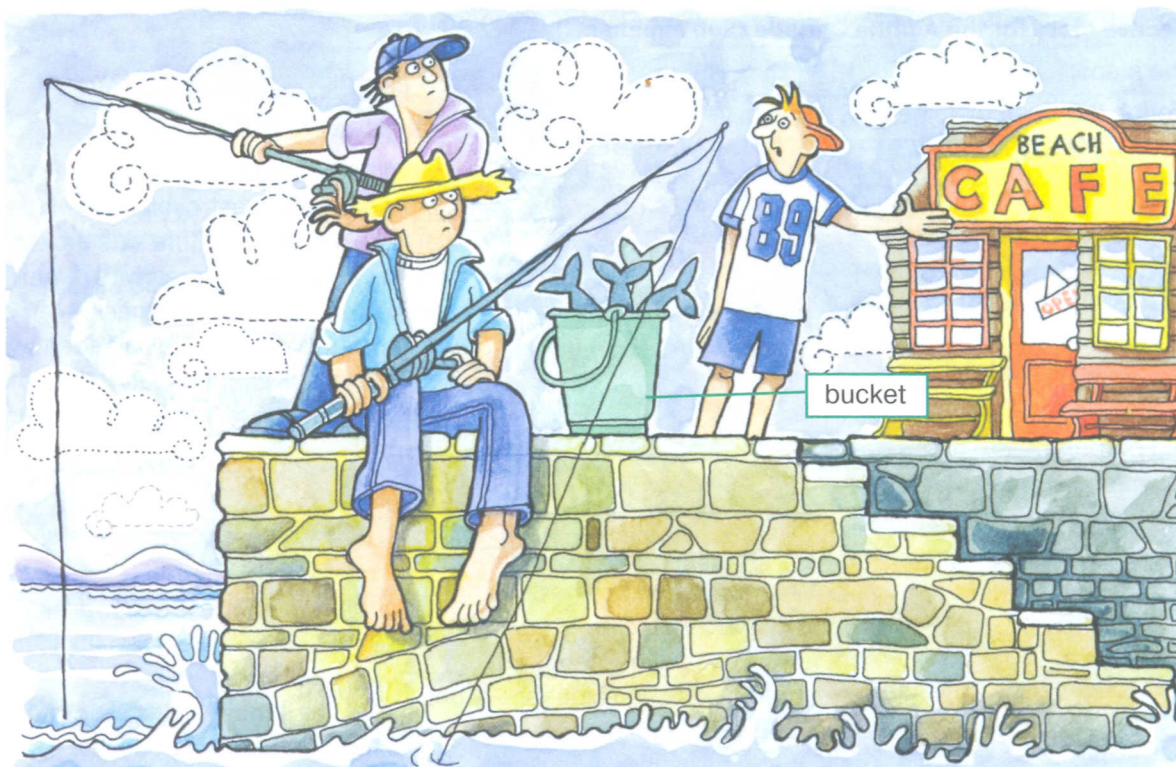
- 2 Make a group with those who have chosen the same plot.
- 3 In your group brainstorm the details of the story:
  - what really happened
  - how you found out what had really happened
  - list the characters
- Use the tips below.
- 4 Agree on the ideas that suit your story best.
- 5 Decide who is going to write each part of the story (see Lessons 1–2 in this unit).
- 6 Write the first draft.

### How to write about...

...the characters	...the setting	...the events
<ul style="list-style-type: none"> <li>✓ age</li> <li>✓ occupation</li> <li>✓ personality</li> <li>✓ appearance</li> </ul> See Lesson 3 Unit 3, Lesson 3 Unit 8.	<ul style="list-style-type: none"> <li>✓ the place</li> <li>✓ the time</li> </ul> See Lessons 3 and 4 Unit 6, Lesson 3 Unit 8.	<ul style="list-style-type: none"> <li>✓ tenses</li> </ul> See Lessons 4 and 5 Unit 4. <ul style="list-style-type: none"> <li>✓ vocabulary</li> </ul> See Lesson 5 Unit 8, Ex. 2a. <ul style="list-style-type: none"> <li>✓ ways of expressing deduction and probability</li> </ul> See Lessons 1–2, Unit 8. <ul style="list-style-type: none"> <li>✓ reported speech</li> </ul> See Ex. 3 Lesson 3 Unit 8.

# Lesson 7 Investigate your progress

1 Read the detective story and put a tick in the right column in the table on p. 123.



## THE CASE OF THE BEACH CAFÉ BREAK-IN

The Beach Café in Seacliff had only been open a few minutes when Tom went in. He noticed a new price list on the wall. "What's this, Mrs Hutchinson?" he asked. "Oh, I put it up this morning," she told him. "I've had to increase the prices by ten per cent because I have so many expenses these days. Last night someone tried to get into the café by breaking the window in the room at the back. Now I'll have to get someone to put in new glass."

"Have you called the police?" Tom asked.

"No point. They didn't take anything." She took Tom through to the small room at the back. "This is my office space. I was working here last night changing the price list. I printed it and left it on the desk. When I went out, I locked the door into the café, so whoever got in was stuck in this little room. Nothing here to steal."

Tom bought a drink and walked down to the seafront. He saw Martin and Frank, who were fishing there. "Hey," he called, "Did you know that somebody had broken a window at the back of the Beach Café last night?" he asked.

"No, we've been busy fishing," Martin answered and showed Tom the fish they had caught. Martin stood up. "Well, I'm starving. We got here early this morning. I've got 70 pence left from my pocket money, so I'm going to get a muffin from the café."

"You won't have enough. You'll need to find another 7 pence from somewhere," Frank said. "I'm going home to get something to eat."

"Stop, both of you," Tom said. "I'm going to tell Mrs Hutchinson who broke the window. I know which one of you it was, and you'll have to pay for it," and he pointed to one of the boys.

### GLOSSARY

**break-in** — зд. незаконное вторжение

**I'm starving** — умираю от голода

		True	False
1	Mrs Hutchinson put her prices up.		
2	The price list was stolen from the Beach Café.		
3	The window in the back room was broken.		
4	Frank told Martin to take some more money for the muffin.		
5	Martin was very hungry and he wanted to go home to get something to eat.		
6	Mrs Hutchinson did not call the police.		
7	Martin and Frank were lucky with their fishing.		
8	A muffin at the Beach Café cost 70 pence.		
9	Frank broke the window.		
10	Tom solved the problem.		

Score: 20

2 Correct the mistakes in each line. Underline the wrong word / phrase and write the correct one in the box.

**From the report from the crime scene**

1	At about 1 a.m. I was went home from school, when I noticed a man	
2	sneaking along the path by my house. I was interesting and stopped.	
3	The man not saw me. He came up to one of	
4	the windows on the ground floor and knocks on it.	
5	Then he waited in a minute and took out a knife.	
6	He started open the window from outside.	
7	I didn't like it and decided to call the polices.	
8	Now I know that the man left the key and couldn't get home.	
9	By that time I thought it is a robber.	
10	My family has told me I did right.	

Score: 10

3 The underlined words from police reports have got into the wrong sentences. Put them where they should be.

- 1 These fingerprints are good witness!
- 2 I examined, that Smith had not been at home that evening.
- 3 The only crime who was able to help the police was Mr Stetson!
- 4 I am asking everybody to leave the evidence scene!
- 5 Inspector Lestrade found out the scene carefully.

Score: 5

4 Write seven sentences saying what *could* / *must* have happened with these things.



The watch / fall / into / the soup

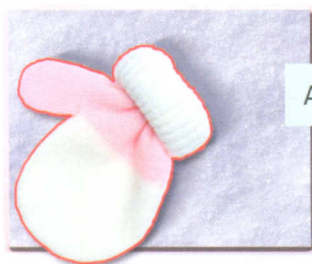


A dog / play / with / the book

The car / crash / into / the tree

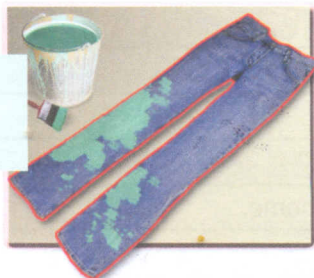


Football players / break / the window



A child / lose / the mitten

A schoolboy / upset / a bucket of paint



A robber / tear off / the handle



Score: 7

5 Report what the sergeant has found out.



- Example:** Mr Davis: "I didn't see anybody."  
 – Mr Davis told me (that) he hadn't seen anybody.
- 1 Mrs Dazzle: "I saw a man jumping out of the window."
  - 2 Mr Carter: "Somebody broke into my shop and stole a bicycle."
  - 3 Mrs Carter: "It was the most expensive bicycle!"
  - 4 Miss Curtis: "I was in the library with my friend at that time."
  - 5 Salina: "My mummy didn't let me go for a walk so I didn't see anything."
  - 6 Mr Franklin: "I called the police immediately after I saw the broken window."
  - 7 Tim and Dave: "We saw that man on the bicycle in black clothes."
  - 8 Jim: "I saw an old broken bicycle not far from the shop."

Score: 8

Total score: 50

# Lesson 8 The Agatha Christie Club

## 1 Finalise your detective story for the Agatha Christie Club Almanac.

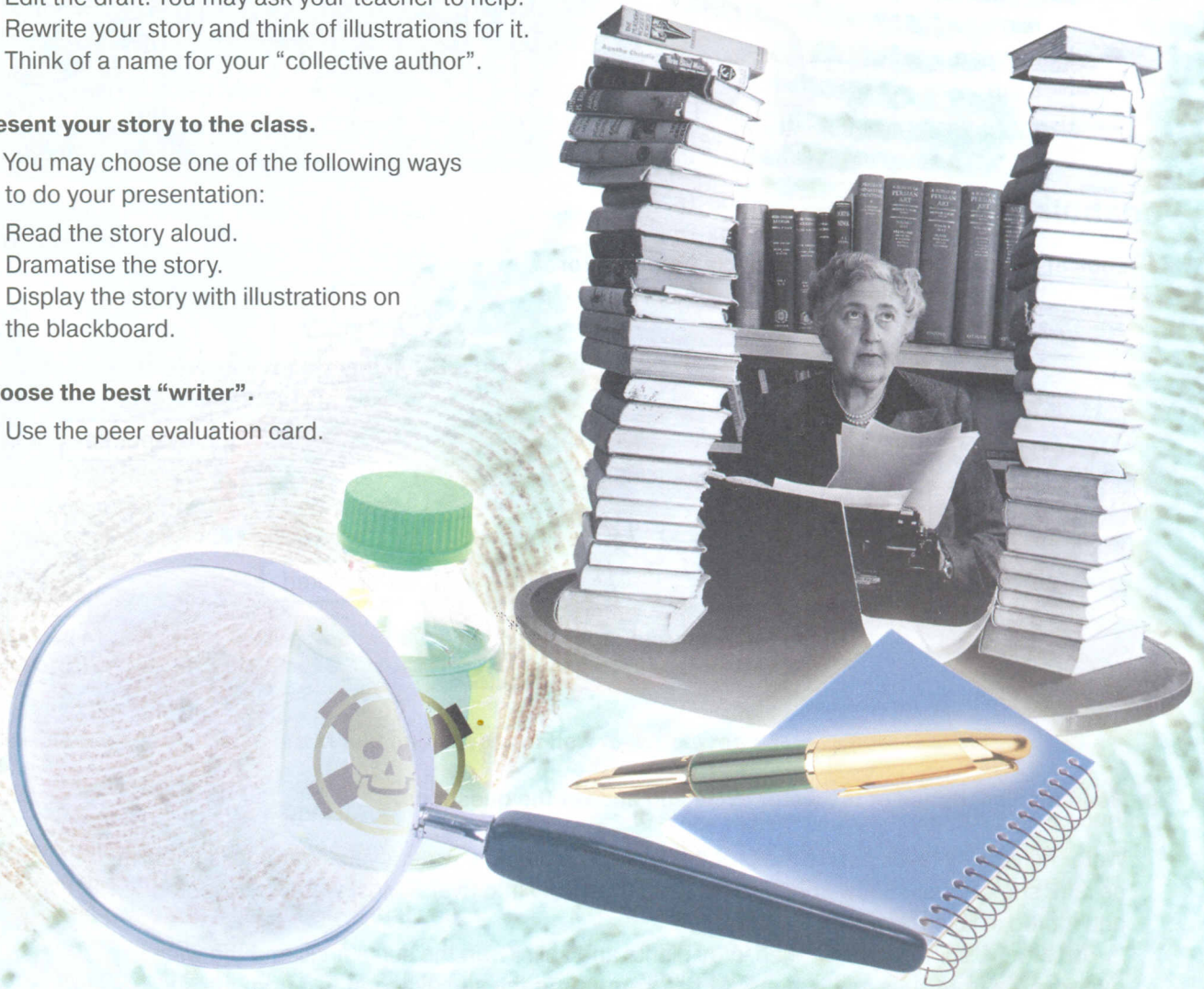
- Follow the stages.
  - 1 Collect the parts of the story written by your group.
  - 2 Arrange them according to the diagram in Lessons 1–2 Ex. 2c in this unit.
  - 3 Edit the draft. You may ask your teacher to help.
  - 4 Rewrite your story and think of illustrations for it.
  - 5 Think of a name for your “collective author”.

## 2 Present your story to the class.

- You may choose one of the following ways to do your presentation:
  - 1 Read the story aloud.
  - 2 Dramatise the story.
  - 3 Display the story with illustrations on the blackboard.

## 3 Choose the best “writer”.

- Use the peer evaluation card.



### PEER EVALUATION CARD

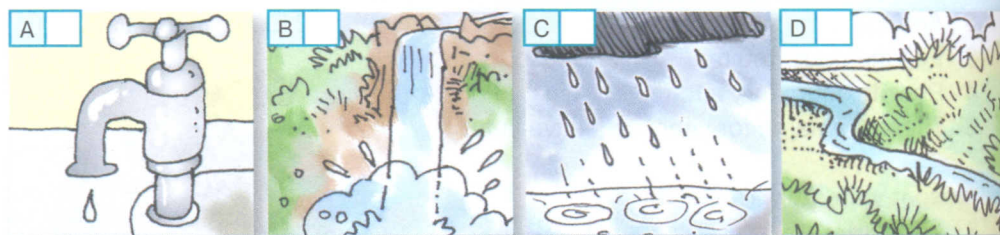
	Question	Yes! (4 points)	Almost (3 points)	More or less (2 points)	Not quite (1 point)	No (0 point)
1	Was the story interesting?					
2	Was the story logical?					
3	Did the writers use good English?					
4	Was the presentation impressive?					
<b>Total score: 16 points</b>						

## Lesson 1 A report on water

### Warm-up

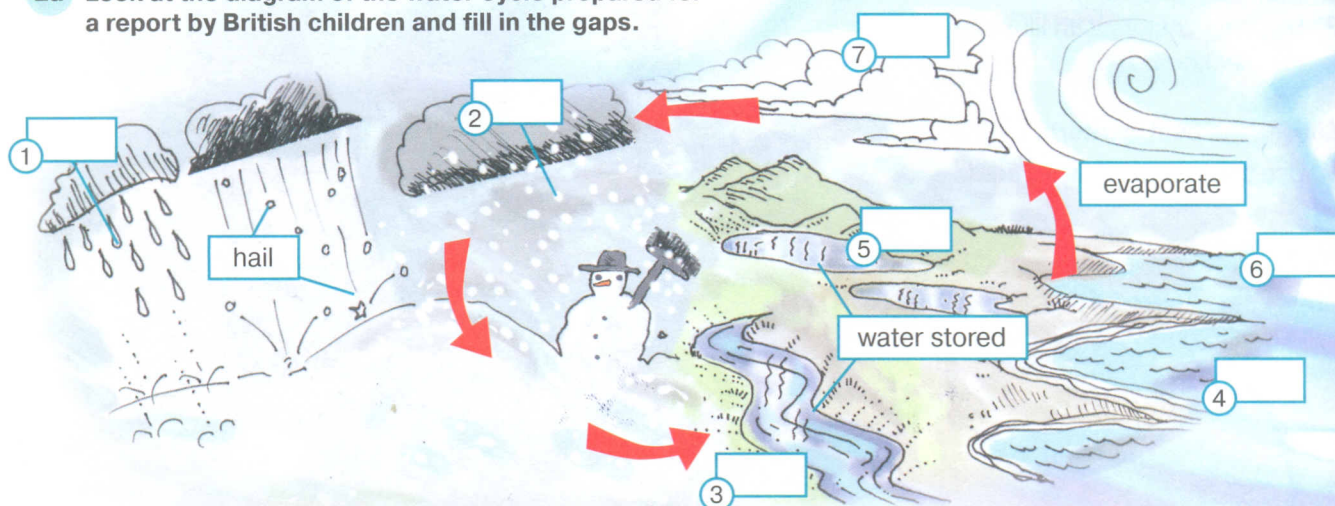
1  Listen to the sounds of water and put them in the order that you hear them on the tape.

- a waterfall
- rain
- a stream
- a tap



### Vocabulary

2a Look at the diagram of the water cycle prepared for a report by British children and fill in the gaps.



2b Read the description of the water cycle and answer the questions.

Water constantly takes part in the process which is called the water cycle. Water falls to earth as rain, snow or hail. Snow and hail **melt** and then **flow** into rivers. Most water is collected and stored in lakes, seas and oceans.

**After** rain, some water is taken in by plants and soil. **Then** the sun shines and the water **evaporates** from seas and oceans. **At the same time** the sun evaporates it from the soil and from plants too. **At this stage** it rises into the air, cools and **turns into** clouds.

**Afterwards**, the clouds are blown by the wind and reach the point where they turn into very small crystals. Some clouds go down where the temperature gets warmer. In fact, small droplets of water fall on earth again to continue the cycle.

- 1 Which words / phrases in bold help to show that
  - a) things happen one after another?
  - b) two things happen together?
  - c) a thing happens after some other thing that has already been mentioned?
- 2 Why do you think the words *first* and *finally* aren't used in the description?
- 3 Which verbs are used to show the change of physical state (состояние) of water?
- 4 Which verbs are used to show how water moves?
- 5 Which of the words can have more uses *melt* or *turn into*? Why?

**2c Complete the statements.**

- There is an odd word for each statement.
- 1 Water can come in the form of ...
  - a) rain   b) hail   c) stream   d) snow
- 2 Water can ...
  - a) blow   b) flow   c) evaporate   d) melt
- 3 Water is stored in ...
  - a) seas   b) hail   c) lakes   d) oceans
- 4 Water can be taken from ... and rivers.
  - a) clouds   b) streams   c) lakes
- 5 Water can ... ice at low temperatures.
  - a) change into   b) melt   c) turn into
  - d) become

**2d In pairs discuss ways of organising topic vocabulary and report back to the class.**

- Make a list of ways for organising vocabulary (see Units 1–8).
- Rate the ways on your list from the most to the least effective.

**Translation****3 Choose the best translation for the words in bold.**

Sandra uses her knowledge about **the water cycle** in her experiments with water.

- a) водный велосипед
- b) круговорот воды в природе
- c) водный цикл

**Writing****4a Read about what we call a report and tick the features in the list which are characteristic of a report.**

- |                                |                          |                             |                          |
|--------------------------------|--------------------------|-----------------------------|--------------------------|
| 1 emotional vocabulary         | <input type="checkbox"/> | 5 description of feelings   | <input type="checkbox"/> |
| 2 many adjectives              | <input type="checkbox"/> | 6 a lot of sequencing words | <input type="checkbox"/> |
| 3 clear logical structure      | <input type="checkbox"/> | 7 direct speech             | <input type="checkbox"/> |
| 4 present or past simple tense | <input type="checkbox"/> | 8 facts                     | <input type="checkbox"/> |

**For Your Info**

**report** — an account or description of events, experiences, business records, etc which is prepared in order to provide people with information

**4b Unjumble the lines to make a text and find out about how to write a report.**

- |  |  |
|--|--|
| <input type="checkbox"/> a) While reading you choose the most interesting articles and facts.                                      | <input type="checkbox"/> g) Think carefully of the headings to the categories to show the main idea. At this stage it is good to meet the teacher again to ask for advice.     |
| <input type="checkbox"/> b) Then the information you have chosen is divided into categories.                                       | <input type="checkbox"/> h) After that you get down to writing the report.   |
| <input type="checkbox"/> c) She gives you a list of books that you have to read.   | <input type="checkbox"/> i) Describe each fact in a separate paragraph clearly and logically first, then organise the paragraphs in a logical order. The text is almost ready. |
| <input type="checkbox"/> d) You go to the library and read the books and magazines.  | <input type="checkbox"/> j) First you meet the teacher and discuss the topic.  |
| <input type="checkbox"/> e) Finally, the title should be chosen and written above the text in the middle of the first line.        | <input type="checkbox"/> k) At the same time some pictures or diagrams can be added to illustrate the examples and facts in the report.  |
| <input type="checkbox"/> f) Now thought should be given to the most important information, which can be underlined or highlighted. | <input type="checkbox"/> l) The process of writing a report consists of many stages.   |

**4c Choose a topic for your report and describe how you are going to write it.**

- Use the sequencing words to describe how you are going to do it.

at the same time   next   then   finally   first   at this stage   afterwards

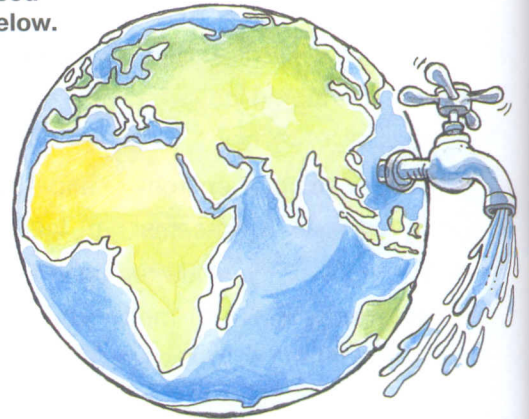


# Lesson 2 Crystal-clear wonder

## Vocabulary

1a Study the table which shows some of the words most commonly used with the word "information" and fill in the gaps in the sentences below.

provide with	<b>information</b>	about / on
gather / collect		
search for / find		
useful / necessary / relevant		
additional / further		
detailed		
piece of		



- Change the form of the words if necessary.
  - More than one word can fill a gap.
- 1 ... information is an extremely important skill in the modern world.
  - 2 The internet is an effective way of ... for information.
  - 3 On the internet you can find information ... your topic plus indications where to look for ... information.
  - 4 Do not pile every fact you have found into your report. Choose only ... information.
  - 5 In an encyclopedia or a textbook you can find extremely ... information on the subject. But quite often one or two ... of information may be enough to make a good report.

1b Match the numbers with how to read them.

1 1/2	a) a (one) quarter
2 1/4	b) a half
3 1/5	c) twenty-five per cent
4 1/20	d) one-fifth
5 25%	e) one-twentieth

1c Find the English equivalents for these Russian words and phrases in the exercises in this lesson.

- Pay attention to the words in bold in Ex. 2a, 2b, 3a.

Russian	English
1 удовлетворить чьи-либо потребности	
2 водохранилище	
3 все мировые запасы пресной воды	
4 содержать	
5 транспортировка	
6 земледелие	
7 ресурсы	
8 не подвергая опасности здоровье	

## Listening

2a Listen to the radio programme and say which of these problems people have discussed.

- 1 saving drinking water
- 2 the world's water **resources**
- 3 the **transportation** of drinking water
- 4 the biggest **reservoirs** of drinking water

2b Listen again and fill in the gaps with the numbers from the radio programme.

Although (1) ... of the Earth is covered by seawater and a further (2) ... by ice, neither of these is easily turned into water that can be used. Less than (3) ... of the Earth's total resources **contain** water for drinking, **farming** or industry. Lake Baikal contains (4) ... of the **total global fresh water** and (5) ... of the world's clean drinking water resources.

2c Discuss in pairs and report the results of your discussion to the class.

- 1 Have you learnt anything new about water in this programme? If yes, what?
- 2 Do you think the problems discussed in the programme are relevant to you? Why? Why not?
- 3 Do you think such programmes can help to solve these problems? Why? Why not?

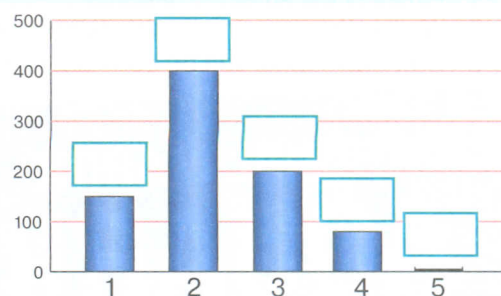
## Reading

### 3a Read the texts and look at the accompanying diagrams.

- Fill in the gaps in the bar chart accompanying Text A.
- Fill in the gaps in Text B.

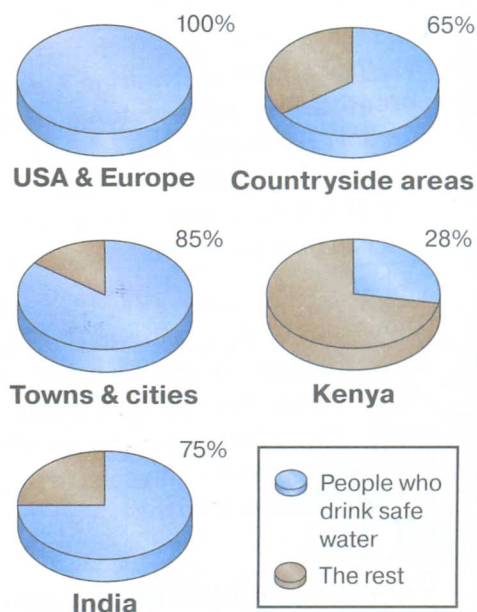
#### A How much water does each of us use?

As a rule, 80 litres of water a day is enough to **satisfy the needs of** one person, but people from different countries and regions use more or less than that. A Russian uses about 200 litres, an American twice that, and a British person 250 litres less than an American and a person from Haiti uses only 1/40 of the daily norm.



#### B Can everyone get drinking water easily?

There is no exact data on how many people in the world can get safe drinking water, but it is said that 1.3 billion people cannot. The problem is much worse in villages than in towns. For example, (2) ... of towns and cities worldwide are provided with safe water compared to (3) ... of countryside areas. (4) ... of the population of USA and Europe drink safe water, only (5) ... of Indians and (6) ... of those who live in Kenya can drink water **without a health risk**.



### 3b Answer the questions.

- Which of the pie charts in Text B (Ex. 3a) do you think is like the situation in Russia?
- Where can you find relevant information about Russia?
- Are there any restrictions on water in your area? If yes, what do you think the reason is?
- How can you find out about the situation in your area?

## Writing

### 4a Look through the lesson again and answer the question.

- Which of the ways of presenting information do you find most effective:
  - a text
  - a photo
  - a picture
  - a diagram
  - table with numbers

### 4b Write a short text (100 words) with the heading "Crystal-clear wonder".

- Use different sources of information (encyclopedia, science textbooks, newspaper and magazine articles, the internet, your geography teacher, radio phone-in programmes, etc).



- Use different ways of presenting information (see Ex. 4a).
- Use the texts in Ex. 3a as examples.

# Lessons 3–4 Dive into the deep

## Reading

### 1a Read the leaflet and answer the questions.

- 1 Where is the aquarium situated?
- 2 What is the size of the most dangerous creature in the aquarium?
- 3 How many twins can be born in a family of seahorses?

### GLOSSARY

**charity** [ˈtʃærɪti] — an organisation that collects money or goods in order to help poor or sick people, animals, endangered environments, etc

## NATIONAL MARINE AQUARIUM

**A**

You will be amazed at what you discover when you visit (1) the new National **Marine Aquarium** in Plymouth. Your **brehtaking underwater** journey across (2) the planet will **reveal** (3) a strange and secret world that is both weird and wonderful. You will learn and understand the life of the oceans and their relationships with people. And because the aquarium is a charity, you can be sure that you are helping **undersea** life!

**B**

Thousands of (4)    fish and (5)    sea animals with bright colours and **bizarre** shapes live around corals. It is easy for (6)    plants to grow there because the water is warm and shallow. The animals eat these plants. These places are important for people, too. Doctors can use medicine made from the coral to treat broken legs. The **coral reef** is a fantastic window onto the ocean.

**C**

Come face to face with over ten real live **sharks**, over two metres long — as close as you can get without getting wet! You will feel the danger but you will be out of danger.

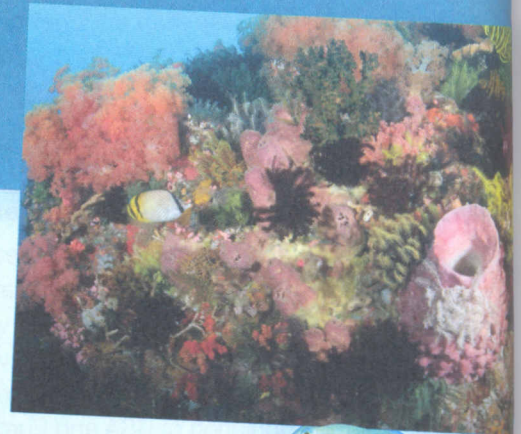
(7)    Sharks are some of the most amazing but misunderstood marine animals on the planet. Our guides will help you **separate** fact from fiction about these hunters of the seas.

**D**

Here you will learn the story of **seahorses** across the planet. Enter the world of these magical creatures. Find out how they make families for life, what they eat and how a male seahorse manages to give birth to up to 1,500 young! You can see our **unique** seahorse-breeding **programme** at first hand and watch seahorse babies.

**E**

Here animals behave as they usually do in the wild. Many of them are **camouflaged** and hide in the sand. It looks like (8) the place is **empty** but the more you look the more you will see. (9) A team of guides is here to help you enjoy your visit. They will reveal the secret life of the creatures that live **on the border** between the river and the sea.



**1b** Read the leaflet in Ex. 1a again and match the headings and the parts.

- There is one extra heading.
- 1 The legends and the truth
- 2 Amazing use of coral
- 3 A vegetarian café and a hospital
- 4 A home for weird families
- 5 It's not only a show
- 6 Living in two worlds

**1c** Read what people say about the National Marine Aquarium and decide if they agree or disagree with the leaflet.

**A** It is a whole world underwater. There's so much to discover.

**B** Coral reefs keep a lot of sea creatures and people fit and healthy. Amazing!

**D** There's also an exhibit of animals that live in rivers. And it's very interesting!

**C** Be careful! It could be dangerous.

**E** You can learn about the family life of some creatures. Really fascinating facts!

**F** It's not easy to see some of the creatures because they change their colour. It takes time to see them!

**1d** Was there anything in the leaflet you did not know?

*Example: I didn't know that there are places like this.*

**1e** Look through the leaflet again and find the information on these topics.

How rich marine life is	How valuable marine life is

**Language work**

**2** Explain the use of the underlined articles / zero articles in the text in Ex. 1a.

**Vocabulary**

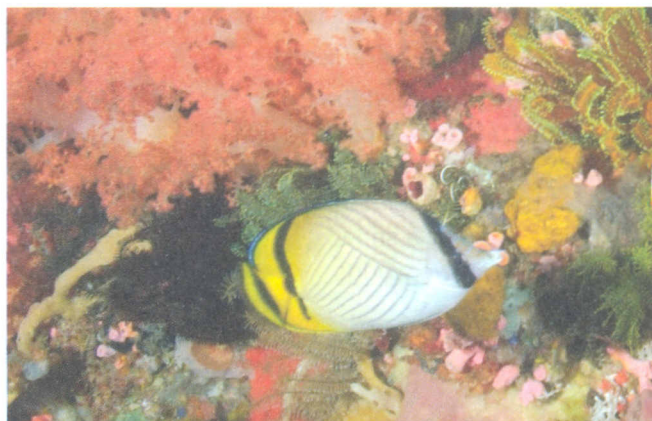
**3a** Sort the words and phrases in bold (Ex. 1a) according to these headings.

1 I can guess its meaning from the context.	
2 I can guess its meaning from the form of the words.	
3 I can guess its meaning because it is like Russian.	
4 I cannot guess its meaning.	

**3b Match the words with their Russian equivalents.**

- Use the context in Ex. 1a to help you.

1 reveal	a) акула
2 bizarre	b) открыть
3 shark	c) на границе
4 separate	d) отделить
5 seahorse	e) причудливый
6 empty	f) морской конек
7 on the border	g) пустой



**3c Match the words with their explanations.**

1 aquarium	a) being the only one of its kind, good and special
2 coral reef	b) to hide something by making it look the same as the things around it, or by making it seem like something else
3 separate	c) a clear glass or plastic container for fish and other water animals
4 camouflage	d) a line of hard rocks formed from the bones of very small sea creatures, found in sea water that is not very deep
5 unique	e) to recognise that one idea is different from another and to deal with each idea alone

**3d Without looking back at the text, say what the following facts and figures in the box are about.**

- Use as many words from Ex. 1a as possible.

**Example:** *charity* — *The National Marine Aquarium is a charity, so if you visit it you help undersea life.*

- 1 charity
- 2 a secret world
- 3 important to people, too
- 4 ten
- 5 magical creatures
- 6 the place is empty

**Speaking**

**4 Role play the situation when you and your friend are going to visit the National Marine Aquarium in Plymouth.**

- Use the role cards the teacher gives you.

**Writing**

**5 Find some information about two or three creatures that live in the nearest lake, river or sea and write a short article about them for a leaflet.**

- Use the articles in Ex. 1a as an example.
- Use the tips below.

**TIPS FOR WRITING ABOUT RUSSIAN WILDLIFE IN ENGLISH**

- Use the Russian-English dictionary to find the English equivalents for the names of creatures.
- If you cannot find an equivalent for the Russian name of a creature, use the Russian word for it.
- If you use the Russian name of a creature, do it following English grammar, e.g. the plural for *taimen* (kind of fish — таймень), will be *taimens*.
- If you want your English-speaking partners to understand you well, describe in detail what it is and compare it to other creatures.

# Lesson 5 Taming water

## Warm-up

1 Look at the photo and answer the questions.

- 1 Have you ever been in a situation like the one in the photo?
- 2 If yes, how did you feel?
- 3 If not, how do you imagine people feel in such situations?



## Listening

2a Listen to the presentation and number the topics in the order they come up in the report.

- There is one extra topic.

	A A history of floods in St Petersburg.
	B What a <i>flood</i> is.
	C How people protect themselves against floods.
	D What causes flooding in St Petersburg.



2b Read the text and check your answers in Ex. 2a.

I'm going to talk about a phenomenon which happens very often in spring and summer and **causes** a lot of damage and even the **deaths** of people and animals. This is flooding. We call it a **flood** when a very large **amount** of water covers an area that is usually dry.

I am going to use St Petersburg as an example of an **area** that gets regularly flooded. Floods in St Petersburg have a long history. Some of the floods were really **disastrous**. They not only destroyed buildings and streets but also killed and injured people.

When people started living on the Neva River in 1700, they didn't build houses — they just built **light** huts which could be easily put on **rafts** and **tied** to trees, so as not to be carried away by floods.

In 1715, there was a very big flood. If you look at the picture at the top you can see that some people used boats and others stayed on the roofs of their houses. All the city bridges and buildings on the banks of the river were destroyed by the flood. Many people **drowned**. Lots of cows, pigs and goats died.

The second picture illustrates the biggest flood the city has ever seen. It was in 1777 when the water was about 3.5 metres higher than its usual **level**. There were no streets and squares any more — just one big lake. The storm was **severe**. The following facts show the scale of the **disaster**: 2,000 trees were torn out and **carried away**. Just imagine a wooden house was moved to the opposite bank of the Neva River.

Since that time there have been big floods in the city every five years. So people started building **firm constructions**. They also decided to build a dam to **protect** the city from flooding.

To conclude I'd like to say that though floods can be severe and dangerous, people can learn how to **tame** them and **survive**.



### GLOSSARY

- phenomenon** [fɪ'nɒmɪnən] *n* — явление
- area** [ˈeəriə] *n* — a particular part of a country
- hut** [hʌt] *n* — хижина
- scale** [skeɪl] *n* — масштаб
- dam** [dæm] *n* — a special wall built across a river to stop the water from flowing

**2c** Read the pupil's report in Ex. 2b again and answer the questions.

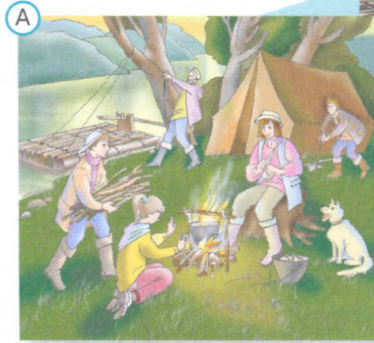
- 1 Which details did you miss while listening?
- 2 Could you do the task in Ex. 2a without those details?
- 3 What part of the report is missing in Ex. 2a?

**Vocabulary**

**3a** Look at the pictures and tell the story.

- Use the words in the box.

raft  
tie  
tear out  
carry away  
protect  
level  
severe  
drown  
survive



**3b** Read the dictionary definitions and choose the right meaning according to the context.

- Use the context in Ex. 2b for help.

- |  |   |
|--|---|
| <p><b>1 firm constructions</b><br/>a) constructions that are strong or fixed in position and are not likely to move<br/>b) constructions that are not likely to change</p> | <p><b>4 disastrous</b><br/>a) for a sudden event, such as a flood, storm or accident, which causes great damage<br/>b) very bad or ending in failure</p>                    |
| <p><b>2 cause</b><br/>a) a person, event or thing that makes something happen<br/>b) to make something happen</p>  | <p><b>5 light</b><br/>a) not heavy<br/>b) not dark</p>  |
| <p><b>3 death</b><br/>a) to stop living<br/>b) the end of somebody's life</p>  | <p><b>6 tame</b><br/>a) to reduce the power or strength of something and prevent it from causing trouble<br/>b) to train a wild animal to obey and not to attack people</p> |

**Speaking**

**4a** Match the phrases with the purpose they are used for in the report in Ex. 2b.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1 If you look at the picture at the top you can see...</li> <li>2 The second picture illustrates...</li> <li>3 To conclude I'd like to say that...</li> <li>4 I'm going to talk about...</li> <li>5 I am going to use St Petersburg as an example of...</li> <li>6 We call it a flood...</li> <li>7 The following facts show the scale of the disaster...</li> <li>8 Just imagine that...</li> </ol> | <ol style="list-style-type: none"> <li>a) to introduce the topic</li> <li>b) to show that the report is over</li> <li>c) to appeal to the listeners' imagination</li> <li>d) to introduce an example</li> <li>e) to draw the listeners' attention to other illustrations</li> <li>f) to give a definition of something</li> <li>g) to give some facts which support an idea</li> <li>h) to draw the listeners' attention to the visuals</li> </ol> |
|---|--|

**4b** Do one of the tasks below.

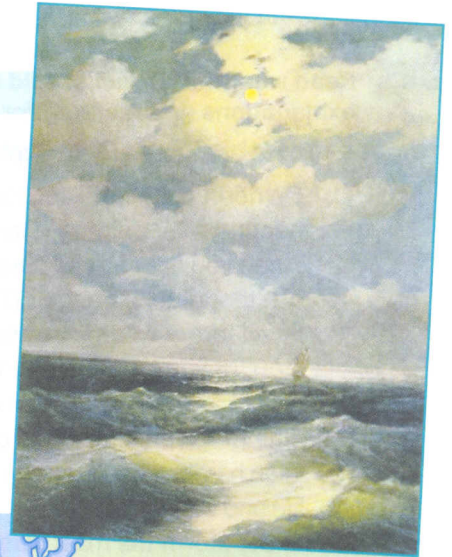
- 1 Take the short text you wrote in Ex. 4b Lesson 2 and develop it into an oral report.
  - 2 Choose any topic on the Blue Planet you like and prepare an oral report.
- Use the hints on making up a report that you have come across in this unit.

# Lesson 6 Oceans of adventure

## Warm-up

1a Read the title of the lesson, look at the pictures and answer the questions.

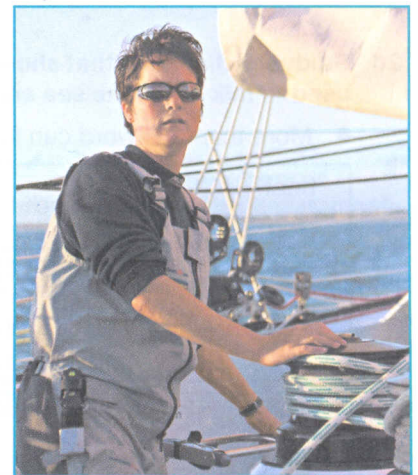
- 1 What did you think of when you read the title?
- 2 What do you feel when you see this famous painting by Aivazovsky?
- 3 What is this kind of boat called in Russian? In English?



1b Read the introduction to an interview published by a German magazine, *Der Spiegel*, and answer the question.

- What has Ellen MacArthur done that made her famous?

Never sleeping for more than an hour at a time, living off freeze-dried food and washing in a bucket is not everyone's idea of a good time — but Ellen MacArthur, having just broken the record for sailing round the world single-handedly, is not your average Brit. She tells *Spiegel* what enticed her to take on such a mission.



## Vocabulary

2a What do you think these words and phrases mean?

a record-breaking race   a voyage   a holiday cruise   freeze-dried food  
meteorologist   navigator   mechanic   autopilot   single-handedly



**2b** Read what the journalist said about Ellen MacArthur's voyage and say if the explanations (in brackets) for the words and phrases in bold are right.

- There are three wrong explanations. Correct them.
  - 1 On her record-breaking race her strength **was tested to the limits**. (She needed all her strength to do it.)
  - 2 When you are in a dangerous situation it is important to be able **to block out** thoughts of danger. (To be able to stop thinking about danger.)
  - 3 If you forget **to charge the batteries** out at sea, all your equipment could stop. (If you forget to pay for your batteries your equipment could stop.)
  - 4 Unstable wind **wore** Ellen **out**. (Ellen was very tired because the wind kept changing and she had to correct her boat's course many times.)
  - 5 Ellen hardly slept for two weeks and **was totally exhausted**. (Ellen was full of life and energy.)
  - 6 In the storm the mast was swaying violently and could have knocked Ellen **unconscious**. (It could have hit her and she could have lost her ability to think, move and feel in a normal way.)
  - 7 She was afraid that her boat might **collide** with another ship. (She was afraid her boat might lose the race.)
  - 8 As a teenager Ellen **was fascinated by** books written by other round-the-world sailors. (The books made her think about travelling round the world.)
  - 9 When the boat is in danger of colliding with another ship, an automatic **alarm goes off**. (A sound or light signal warns people about danger.)
  - 10 Ellen said she wasn't the only person who should **be credited with** the success of the project. (She said that there are many other people besides her who are responsible for the success.)

**2c** Read the sentences and fill in the table for the underlined words.

- 1 Ellen MacArthur sailed around the world single-handed faster than anyone has ever done before.
- 2 On the water everything is about survival.
- 3 She risked her life by climbing a 30-metre mast to carry out repairs.

Noun	Verb

**2d** Study the diagrams that show some common collocations and phrases used to talk about the sea and fill in the gaps in the sentences.

- More than one word can fill some of the gaps in the sentences.

boat	□	v sail, go
ship		

wind	□	adj strong, severe, weak, violent
		v blow, drop, carry something away,
		tear something out...

go on	□	deck
be on		v sail, go

on	□	the water
		land

- 1 In the night a ... wind woke the sailor. It ... all night and half the next day but at about three in the afternoon it suddenly ...
- 2 Many things that are easy to do ... are extremely difficult ...
- 3 The boat ... from Plymouth to the Canary Islands, then on to Cape Town.
- 4 We went ... to see the land that was growing bigger and bigger on the horizon.

## Listening

**3a**  Listen to the first part of the interview and choose the right answer.

- 1 The most difficult moment on the voyage was when Ellen
  - a) climbed the mast during the storm to carry out the repairs
  - b) saw that it was necessary to repair the mast
  - c) was knocked unconscious by the mast
- 2 She had to climb the mast
  - a) only once
  - b) more than once
- 3 Ellen was at sea for
  - a) three and a half months
  - b) two and a half months
  - c) a month and a half

**3b**  Listen to the second part of the interview and choose the right answer.

- More than one choice is possible here.  
Ellen MacArthur went on her record-breaking voyage because she
  - a) enjoys sailing
  - b) had read a lot about round-the-world trips
  - c) wanted to show that a woman can do it
  - d) all of the above

**3c**  Listen to the third part of the interview and choose the options that are **NOT** right.

- 1 The daily routine on the water is
  - a) the same as on the land
  - b) completely different
- 2 On her single-handed voyage Ellen
  - a) had to follow a strict 24-hour daily routine
  - b) slept very little
  - c) had to do many different jobs
  - d) didn't enjoy her meals
- 3 Ellen also had to be a good
  - a) mechanic
  - b) navigator
  - c) cook
  - d) doctor
  - e) computer expert

**3d**  Listen to the last part of the interview and comment on Ellen's statement:

"There's no way I could sit here and boast: Hey; I did all that by myself!"

## Writing

**4a** Write a paragraph for an article about Ellen MacArthur.

- Use Ex. 1b as the beginning.
- Choose one of the items below as a topic for your paragraph.
  - 1 why Ellen decided to go on that voyage
  - 2 how she felt during her voyage
  - 3 what difficulties she had to overcome
  - 4 an extremely dangerous episode
  - 5 what helped her to be a success

# Lesson 7 Check your progress

## 1 Fill in the gaps with the article *the*, *a* (*an*) or zero article.

Siberia has (1) (the) world's deepest known lake — (2) (the) breathtakingly beautiful Lake Baikal. It is so clear that if you drop (3) ... coin into the water, the coin can be seen clearly at a depth of a hundred feet. Lake Baikal is also (4) ... world's largest freshwater lake with one fifth of the Earth's liquid fresh water.

On several trips to (5) ... Baikal over the past few years, I have come to know the lake, and have listened to many people who live nearby and worry about its future.

It has (6) ... special place in the hearts of (7) ... Russians and is (8) ... symbol of beauty. This huge old lake — clear, beautiful, and surrounded by the wilderness of Siberia — is (9) ... world treasure but it can only remain so if (10) ... world treats it with love and respect.

Score: 10

## 2 Read and connect the stages of the process with the sequence words.

### MAKE A RAINBOW

(1) ... lay the mirror in the dish of water at an angle of about 30°. You may need to hold it there with sticky tape. (2) ... fill the dish with water. (3) ... place your dish in a strong beam of sunlight so that the light falls across the mirror. (4) ... look around the room for a reflection of white light, not far away you will see a rainbow. (5) ... try moving the mirror slightly and watch the rainbow move.

next then  
finally first  
at this stage

Score: 10

## 3a Read the presentation and put the parts of the plan in the right order.

### NEVER HEARD OF AGAIN

I think I will begin by answering the one question that I'm sure is at the back of all your minds, "What exactly does the title of the presentation mean?" It means that many boats sailed off from English and American ports and never reached any other port. They are just "never heard of again". So I'm going to speak about mysteries at sea.

I'm going to give you an example. The ship, the *President*, belonged to the unlucky British and American Steam Navigation Company and she was very successful on the Atlantic. On 11 March 1841 she left New York with 136 persons on board. Two days later she disappeared and all on board went with her.

If you look at the picture you can see the even worse fate of the *City of Glasgow*. It was a big, beautiful boat. It left port on 1 March 1854 with 480 persons on board, and was never heard of again.

There are many theories that try to explain why the disasters took place. Among many reasons could be meetings with icebergs, and master mariners who know the Atlantic Ocean well think this is likely.

In conclusion, they are just "never heard of" as the reports say accounts for 19 Atlantic ships and their passengers and cargoes, with a heavy loss of life — about two thousand. At all times the ocean has not only been a friend but a danger too.

- |   |                          |   |
|---|--------------------------|---|
| A | <input type="checkbox"/> | What happened to the ships                |
| B | <input type="checkbox"/> | Conclusion                                |
| C | <input type="checkbox"/> | The mystery of the <i>City of Glasgow</i> |
| D | <input type="checkbox"/> | The mystery of the <i>President</i>       |
| E | <input type="checkbox"/> | What the title means                      |

Score: 15

## 3b Decide if the following statements are true (T) or false (F).

- |  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| 1 The title of the presentation means that it is about ships that have mysteriously disappeared with all their passengers and cargoes. | <input type="checkbox"/> | 3 Icebergs are the only source of trouble for sailors in the Atlantic Ocean.   | <input type="checkbox"/> |
| 2 About two thousand people disappeared together with the <i>City of Glasgow</i> .   | <input type="checkbox"/> | 4 There are many explanations for the mysterious disappearance of these ships. | <input type="checkbox"/> |
|  |                          | 5 The presenter thinks that the sea is no longer dangerous.                    | <input type="checkbox"/> |

Score: 15

Total score: 50

# Lesson 8 Water world

**1 At home review all the assignments you did in the unit and sort them according to the headings in the box.**

- If you don't have anything to put under some heading, use your home or other resources to find at least one piece of information to put under each heading.
- Take all your materials to the lesson.

Wonderful water  
Water for life  
Danger from water  
Adventures in water

**2 In your work group prepare a report.**

- Follow the steps:

- 1 Review all the materials you have as a group and choose one of the topics you would like to focus on.
- 2 Make a plan for your report.
- 3 Prepare illustrations, such as pictures, photos, graphs, leaflets, diagrams.
- 4 Write a full text of your report.
- 5 Decide on what each person in the group will do during the presentation (talk to the class, show the pictures, answer the questions).

**3 Present your report and listen to the other reports.**


- Use the tips in the box.
- Fill in the Peer Evaluation Card while you listen.

**Tips for presentation**

- Use the right language during the presentation.
- Focus the listeners' attention to pictures, graphs etc.
- Make sure everyone in the group takes part in the presentation.

**PEER EVALUATION CARD**

Evaluation criteria	Yes / No
1 Is the information interesting?	
2 Is the plan of the presentation clear?	
3 Do they use visuals?	
4 Do the visuals help to understand the speakers?	

**4  Listen and sing this old sea song.**

**BLOW THE MAN DOWN**

Come all you young fellows who follow the sea,  
Way, hey! Blow the man down;  
Now pray pay attention and listen to me.  
Give me some time to blow the man down.

I'm a deep water sailor just in from Hong Kong,  
Way, hey! Blow the man down;  
If you give me some grog, I'll sing you a song.  
Give me some time to blow the man down.

'Twas on a Black Baller I first served my time,  
Way, hey! Blow the man down;  
And on that Black Baller I wasted my prime.  
Give me some time to blow the man down.

**! For Your Info**

**The Blackballer** — A ship of the Black Ball Line, a shipping company founded in 1820. It was famous for its fast boats but also known for its cruel attitude to the sailors working for it.  
**Black Ball** — The name of a ship. The captain, Kicking Jack Williams, did, in fact, exist.

## Lessons 1–2 Why people dream

## Warm-up

1a Read the poem and say which of the illustrations is closest to the idea of the text.



B



## GLOSSARY

**Hold fast.** — Держись.  
**barren** — бесплодный

## Dreams

Hold fast to dreams  
 For if dreams die  
 Life is a broken-winged bird  
 That cannot fly.

Hold fast to dreams  
 For when dreams go  
 Life is a barren field  
 Frozen with snow.

*Langston Hughes*



1b Do you agree with the message of the poem? Why? / Why not?

## Reading

2a Read the text and say which of the illustrations in Ex. 1a is closer to it.

If you don't **have a dream**, how are you going **to make one come true**? It's not always easy, but we have to realise that the journey of a thousand miles begins with a single step. Our dreams can make us great. All the important men and women I have seen are dreamers. I also believe that if you dream of becoming a great person, no matter how many **obstacles you face**, you can always succeed.

Since I was a little kid, I have dreamt about becoming a famous journalist. The reason why I want to do this is to **get a chance** to present news that will change the lives of people around the world. The job of a journalist is communication; you do not look down on other people, but try to understand them.

Another important reason for becoming a journalist is to travel and to see the world and a lot of interesting new faces.

So I believe that everyone is born to have a dream to achieve their goal in life.

*Don Samuel, age 14, USA*

1 Does *another* mean *one more* or *different*?

2 Can *another* be used with a plural noun? Why?

**2b Which of the ideas is / are NOT mentioned in the texts (Ex. 1a and 2a)?**

- 1 People need dreams to have a goal to achieve.
- 2 Dreams make people win.
- 3 Dreams make people believe in themselves.
- 4 Life without dreams is boring and empty.
- 5 The dream I have makes me stronger.
- 6 All of us are dreamers.
- 7 Everybody must have a dream.

**Vocabulary**

**3a Find these phrases in the text in Ex. 2a and choose the best translation for each of them.**

**1 have dreams**

- a) видеть сны
- b) мечтать

**2 get a chance**

- a) получить случай
- b) получить шанс

**3 dreams come true**

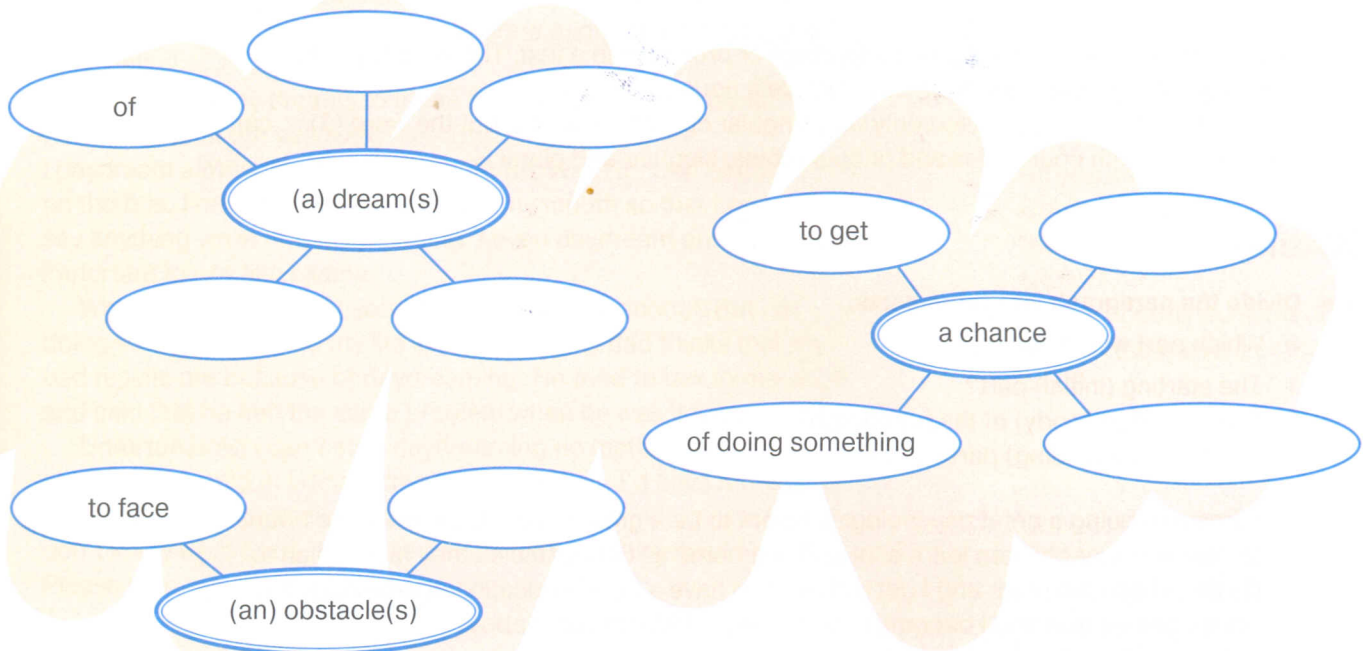
- a) мечты становятся правдой
- b) мечты сбываются

**4 to face an obstacle**

- a) сталкиваться с препятствием
- b) стоять лицом к препятствию

**3b Complete the word web with suitable words and phrases from the box.**

about    come true    to do something    to have    to overcome



**3c In pairs make a list of four or five things teenagers can dream of.**

- Discuss the following:
  - 1 which of these dreams can / cannot come true?
  - 2 what can people do to make these dreams come true?
  - 3 which of these dreams could YOU have?
  - 4 which obstacles could you face in trying to achieve your goals?
  - 5 what could you do to succeed?

## Language work

**4a** Read the underlined phrases in Ex. 2a and answer the questions alongside the text.

**4b** Read these examples and answer the questions alongside.

- A The job of a journalist is creation and communication; you do not look down on other people, but try to understand them.
- B All people get a chance to realise their dream. Some people use it, others miss the chance. Why?

- 1 In which case is *other*
- an adjective?
  - a pronoun?
- 2 Why do you think there is no plural -s in the first example?

**4c** Find and correct three mistakes in these sentences.

- Some people work hard to make their dreams come true, other don't.
- I wish I could dance better than all another people in my school.
- My friend dreams of going to France, Italy and some others European countries.
- I didn't manage to go to the concert given by my favourite rock group, but I'll try to find another chance.

### LOOK

**another** N  
**(the) other** N / N<sub>plural</sub> ] *adj*

**Another** important reason for becoming a journalist is... you do not look down on other people...

**others** *pron*

Some people use the chance, **others** miss it.

**4d** Fill in the gaps with *other*, *another* and *others* to make a rule.

The words (1) ... and (2) ... can be adjectives or pronouns in a text. The word (3) ... is always a pronoun and cannot be used before a noun.

The word (4) ... can be used only with singular countable nouns, but the word (5) ... can be used both with countables and uncountables, singular and plural.

## Writing

**5a** Divide the paragraph into three parts.

- Which part would you call:
  - The starting (initial) part?
  - The main part (body) of the paragraph?
  - The final (concluding) part?

I dream of being a great psychologist. I want to be a great psychologist because I want to help younger children learn a lot and overcome all the obstacles they face. I plan to do this when I am older and I get a chance to have a good education at university. If my dream comes true and I become a psychologist I will be very happy.

Ann Klein

**5b** Write a paragraph about your dream in life.

- Follow the structure in Ex. 5a.

# Lesson 3 Daydreamers



### For Your Info

Studies show that we all have a tendency to daydream an average of 70–120 minutes a day.

## Reading

- 1a Read the letter to the problem page and summarise Judy's problems in one sentence.

### DAYDREAMING INTERFERING WITH MY LIFE?

I'm always daydreaming. I wish I didn't. Somehow it doesn't feel normal. When I daydream, I lose contact with everything and everybody. So, if I'm not careful, someone might catch me talking to myself.

I really want my dreams to come true, but so far they haven't — not for the past ten years anyway. That doesn't stop me. I daydream almost ALL the time and EVERYWHERE. Sometimes on the bus, I have to put my hand over my mouth so that I won't say anything while I'm daydreaming. I even daydream during really important things like exams.

When I was younger I used to do really well at school. But I'm doing so badly now and my life is in a mess. My dad thinks that my bad results are because of daydreaming. He tried to talk to me once and said that he had the same problem when he was young.

Unfortunately, I can't stop daydreaming no matter how much I try. I wish I could. If I didn't daydream so much, I'd have more time to spend doing the things I want to do and achieve my goals. I really don't know what to do, but I want a normal life. What should I do? Please help me...

Judy, 14, Hong Kong

- 1 Does Judy feel sorry that she still daydreams? How do you know?
- 2 Does Judy want to change the situation? How do you know?
- 3 Do the underlined sentences refer to the present or to the past?

- 1b Look through the text in Ex. 1a again and choose the right ending for the statement below.

The words *all* and *everywhere* are in capitals because:

- a) Judy doesn't know English well
- b) she loves these words
- c) she wants her readers to pay special attention to them

- 1c Fill in the table with T (true) or F (false).

- 1 Judy is not pleased with her daydreaming.
- 2 Judy's dreams sometimes come true.
- 3 Important events make Judy stop daydreaming.
- 4 Daydreaming helps Judy to learn better.
- 5 Her father used to be a daydreamer too.
- 6 She wants to change her life.



## Language work

**2a** Answer the questions alongside the text in Ex. 1a.

**2b** Join the two halves of the sentences to express wishes.

- |                      |  |
|----------------------|--|
| 1 I wish I didn't    | a) a new motorbike                       |
| 2 I wish I were      | b) buy a summer cottage by the Black Sea |
| 3 I wish I could     | c) the Olympics in all school subjects   |
| 4 I wish I had       | d) a child prodigy                       |
| 5 I wish I could win | e) quarrel with my friends so often      |

**2c** Read Text C in Ex. 3a and answer the questions alongside the text.

**2d** In pairs play the *Staircase* game.

- 1 Use the card your teacher gave you.
- 2 Put the ideas in a logical order.
- 3 Continue the "staircase" of sentences.

If Judy gave up daydreaming,

she would be more attentive  
in her lessons.

If she were more attentive in  
her lessons,

she would...

## Speaking

**3a** Read the answers to Judy's letter and say what advice each author gives.

**A**

Hey J,  
Well, this sounds like a real problem! If I were you, I'd consult a professional about these problems — I really hope that all goes well!  
Take care.

*Danielle*

**B**

Hi, J!  
Focus. Practise being more "in the moment". If you feel your life is getting out of hand and that you simply cannot stop living in your dreams, then don't be afraid to seek help. Talking would probably help you a lot!  
Good luck in the future.

*Emma*

**C**

Judy, don't be afraid of the future. Dreams are good for you. If we didn't dream, we'd never get anywhere in our lives. If you daydream about becoming successful in, let's say your career, then don't dream, act out. Follow your dreams and be brave enough to educate yourself to become what you really want to be. Don't go around thinking that your dreams will never come true. I'm 16, my dreams haven't come true either, but hey — I'm working on it!

*Steve*

- 1 Is it possible not to dream according to the author?
- 2 Is Steve writing about the past or the present?

**3b** What structures does each author use to give advice?

**3c** In pairs discuss which advice is the best.

- Would you give her different advice?

# Lessons 4–5 Chase your dream

## Warm-up

- 1 Read the quotation and answer the questions below.

Reality can destroy the dream, why shouldn't the dream destroy reality?  
George Moore

- 1 What is the message of the quotation?
- 2 Is it connected to the title of the lesson? If yes, how?

## Reading

- 2a Look at the picture in Ex. 2b and say what the story is going to be about.
- 2b Read the story to check your guesses in Ex. 2a and say what Christina's dream was.



### MAKING MY DREAM COME TRUE

I thought I was doing so well in the months before the national piano competition. I practised every day, going through all my pieces from Chopin and Mozart. My dream was to win the competition. I'd won other competitions before, some more prestigious, but this one was very important for me. I wanted my dream to come true **so badly**. I believed I could win.

The day before the competition I was at my piano teacher's house to play through the pieces again as a **warm-up** before the big day, but something happened. I just couldn't play. I felt really nervous. My teacher, Mrs Woodham, told me to play, but when I did there was no feeling in the music. There was no magic there.

Mrs Woodham looked at me and said, "You're not ready for the competition tomorrow." I burst into tears. No hope of winning the competition, my dream of success was gone. I hadn't done enough. I kept hearing the words "not ready" in my head. For me, the competition was a symbol of my **pride** and **self-confidence**.

I went home. My parents were very kind and tried to make me feel better, saying it didn't matter, but **that wasn't the point**. They didn't understand that I couldn't even sit at the piano, my beautiful piano. I was scared, I didn't want **to fail** again. Then my mother had an idea. She convinced me to go and see another teacher, Mrs Finlay. I didn't want to but in the end I went to see her. She was kind and gentle, and she understood that I was afraid to play the piano, that it was almost like starting again.

Mrs Finlay was very patient. I went to see her every week and little by little I began to enjoy playing again. I began to practise again every day on my beautiful piano. I was so happy. I had **gained** back my pride and self-confidence.

It has been a very difficult time in my life, but I don't **regret** it. I feel stronger because of it. I lost some things for a time – my pride and self-confidence, but I got them back again with all my hard work and help from other people. I'm ready now, I've got another chance to play in the next national piano competition and make my dream come true. When I do, I want my parents and Mrs Woodham and Mrs Finlay to be there.

Katy, Bradford, Yorkshire

### GLOSSARY

**pieces** — зд. пьесы  
**convince** [kən'vi:ns] — убедить  
**gentle** — мягкий

**2c** Look through the text again and for every statement choose the ending which is **NOT** correct.

- 1 Katy couldn't play well before the concert because
  - a) she was afraid of the teacher
  - b) she was too nervous
  - c) she hadn't practised enough
- 2 She dreamt of winning the competition because
  - a) it was very important for her
  - b) it was like a symbol for her
  - c) it was the most prestigious competition in her life
- 3 Katy couldn't start playing the piano again because
  - a) she was ill
  - b) she was afraid of failing again
  - c) the piano reminded her of her failure
- 4 She decided to change her teacher because
  - a) Mrs Woodham was too strict
  - b) Mrs Woodham was a bad teacher
  - c) Mrs Woodham was a symbol of her failure
- 5 Katy felt optimistic in the end because
  - a) she won a victory over herself
  - b) she gained her self-confidence back
  - c) her dream came true

**2d** Answer the questions.

- 1 Did Katy lose her dream? Give evidence from the text.
- 2 What did she do for her dream to come true?
- 3 What did she not manage to do and what result did she get in the end?

## Translation

**3** Choose the right Russian equivalent for these words and phrases.

- What can help you do this exercise?

- 1 **so badly**
  - a) так плохо
  - b) так сильно
- 2 **warm-up**
  - a) репетиция
  - b) разогрев
- 3 **that wasn't the point**
  - a) это не было делом
  - b) дело было не в этом

## Vocabulary

**4a** Read the explanations and match the words in bold with their Russian equivalents.

- 1 When you are sure that you can do things well, that people like you, that you are attractive, etc, you **have self-confidence** / are self-confident.
- 2 When you like and respect yourself and feel that other people must respect you, you can say that you **have pride**.
- 3 When you try to do or achieve something but do not succeed, you **fail**.
- 4 When you are sorry that you have done something and wish that you hadn't done it, you can say that you **regret** it.
- 5 When you get something important or useful, you **gain**.

- a) чувство собственного достоинства
- b) уверенность в себе
- c) сожалеть
- d) потерпеть неудачу
- e) приобретать

**4b** Describe your personal experiences.

- when something / somebody hurt your pride
- when you failed to do something but gained something else
- when you felt / didn't feel self-confident
- when you regretted something you had / hadn't done

**Example:**



It hurt my pride when I got a three in the physics test last year. I talked to my physics teacher. She set me a task to solve at least three problems a day. I worked really hard and by the end of the year I had a five in physics.

## Speaking

**5** Prepare a one-minute talk.

- Follow the plan:
  - 1 Your dream
  - 2 What you need to make it come true
  - 3 Obstacles you can face
  - 4 Ways to overcome the obstacles
  - 5 What you gain
    - a) if you succeed
    - b) if you do not succeed / fail

# Lesson 6 I believe

## Listening

1a  Listen to the talks given at the children's conference "I believe in a better world" and answer the question.

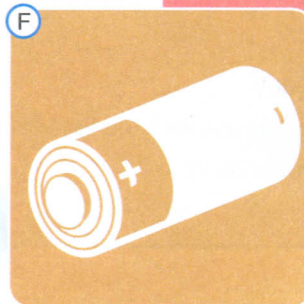
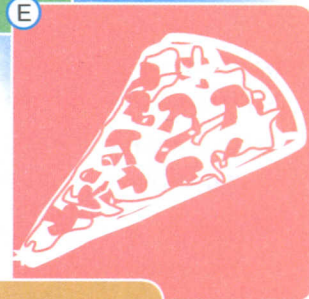
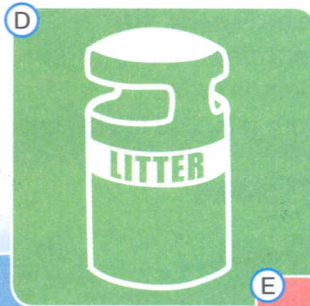
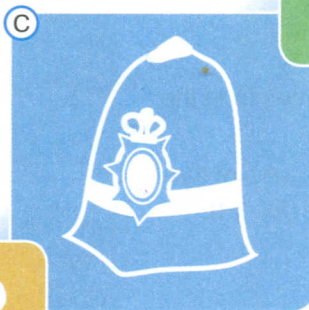
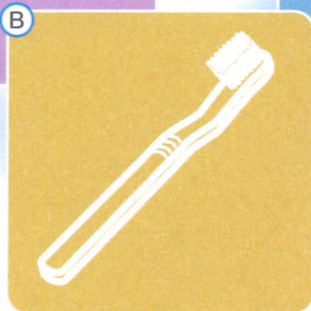
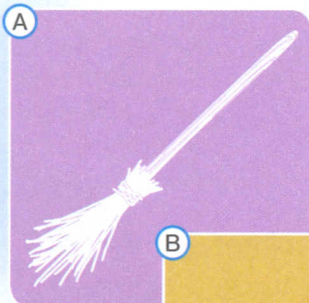
- Which of the talks can go with the poster?



1b Look at the pictures and answer the questions.

- 1 Are these pictures realistic or symbolic?
- 2 What ideas may the objects in the pictures represent?

**Example:** The broom on the floor represents the idea that we should sweep the floor regularly.



1c  Listen to the talks again and say which symbol in Ex. 1b can be used to show each speaker's ideas.

- Write the letter in the appropriate line.

Speaker 1	
Speaker 2	

**1d Compare the talks using the following criteria.**

Criterion	Talk 1	Talk 2	Groups		
			1	2	3
1 Language: a) more poetic b) more neutral					
2 Humour: a) yes b) no					
3 Manner of speaking: a) more emotional b) less emotional					
4 Repetitions: a) yes b) no					
5 Rhetorical questions: a) yes b) no					
6 Structure: a) introduction — main points — conclusion b) a series of statements					

**1e Which of the talks did you like better? Why?**

**Speaking**

**2a In small groups prepare a one-minute talk for the children's conference "I believe in a better world".**

- Follow the steps:
  - 1 Look through the list of criteria and decide what your talk is going to be like (Ex. 1d).
  - 2 Brainstorm and select ideas.
  - 3 Arrange selected ideas in order.
  - 4 Prepare notes for your talk. Use the Language Support box.
  - 5 Start your talk with "I believe...".

**2b Present your talk to the class.**

- Follow the tips for a good presentation.
- While listening to other groups' presentations fill in the last three columns in the table (Ex. 1d).
- Get ready to express your opinion about the talks of the other groups, using the material in the table (Ex. 1d).

**LANGUAGE SUPPORT**

*The language of discussion*

- I think (don't think) you are right.
- I think it should be first (second, third...).
- It will (won't) work.
- It stands to reason to... / It is reasonable to...

**Tips for a good presentation**

- Stand up.
- Speak clearly.
- Make eye contact with the listeners.
- Try to be confident.
- Smile.



# Lesson 7 Check your progress

1 Read the text and put a tick in the right column for true (T) or false (F).

## BESSY'S DREAM

Bessy Black came home, after a long day at school.

"Mom!" she shouted, "I'm home."

Bessy's mom looked up. "Oh, hi. How was school?"

"It was all right," Bessy said thinking about her boring day.

"You know Bessy, I don't like your attitude towards school. Can't you get more enthusiastic about it?"

"No, I'm sorry I can't. History lessons about the past, hard calculations and experiments just don't interest me. It's all a waste of my time. I don't have the energy or the wish to study any of them. The only class in that school that I enjoy taking is Physical Education because at least I get to free my mind and dance."

"Dancing," her mother said in a disgusted tone. "What's good about it? Why is it always about dancing with you? Is that what you want to do? Why can't you make something more of yourself in the future."

"Mom, can you stop nagging me about what I'm gonna do. I don't know what I want to be! All I know is that dancing is more interesting than schoolwork and I'm much more talented at dancing than studying."

"You just don't try," Bessy's mom replied dully.

Bessy didn't reply. Every day Bessy and her mother had the same conversation about the same topic. Bessy turned around and left the kitchen.

Her mother called out after her, "Oh good, you're going to do your homework?" Bessy stopped, her back turned to her mother.

"No," she answered plainly.

"Then where are you going?" her mother asked.

"Out," Bessy replied simply and ran out of the house leaving behind her mother's angry and disappointed face.

As soon as Bessy stepped off the stairs that connected her house to the Arizona sand, she spread her arms heading deeper and deeper into the desert. There, Bessy ran around practising the different dance steps she had learned at school. Bessy moved in rhythmic motions to imaginary music playing in her head.

Hours passed by and still Bessy danced, kicking up the sand behind her.

*Eleanora Halon*

Statement	T/F
1 Bessy spent a lot of time at school.	
2 Bessy found Math very interesting.	
3 Bessy's favourite lesson at school was dancing.	
4 Bessy wanted to be a dancer.	
5 Bessy's mother was not pleased with Bessy's interest.	
6 Bessy didn't like talking about her school.	
7 Bessy and her mom understood each other very well.	
8 Bessy's house was in the city centre.	
9 Bessy and her mom liked to talk about Bessy's future.	
10 Bessy spent a lot of time dancing.	



Score: 20

**2 Choose the correct word.**

- 1 I *had* / *saw* a very strange dream last night.
- 2 Nick dreamt *that* / *about* winning the contest in Physics.
- 3 Some people work hard to make their dreams come true, *another* / *others* don't.
- 4 Masha got a job after school and never regretted — / *about* it.
- 5 Leo failed *to get* / *getting* home at the usual time.
- 6 Andrew was very proud *in* / *of* his invention.
- 7 Don't tell her to give up. She has her *proud* / *pride*.
- 8 I never felt confident *in* / *about* speaking in public.
- 9 Thanks to our training we gained *in* / — a lot of useful skills.
- 10 It is impossible to avoid *meeting* / *facing* obstacles on the way to success.
- 11 I would never miss a chance *to go* / *going* on a swimming course.

**Score: 11****3 Fill in the gaps with the words in the box.**

- There is one extra word.

a chance    achieved    failed    gain    goal  
 obstacles    self-confident    regretted

- 1 At the end of the course you really feel that you have ... something.
- 2 Skiers must be aware of rocks and other ... hidden in the snow.
- 3 I dream of getting ... to see the Statue of Liberty.
- 4 Her ... is to become a student at university.
- 5 The first time she took the exam she wasn't lucky — she ... .
- 6 It took me a long time to ... enough self-confidence to sing solo.
- 7 I didn't go on the hike with my classmates but I never ... it — it rained the whole day.

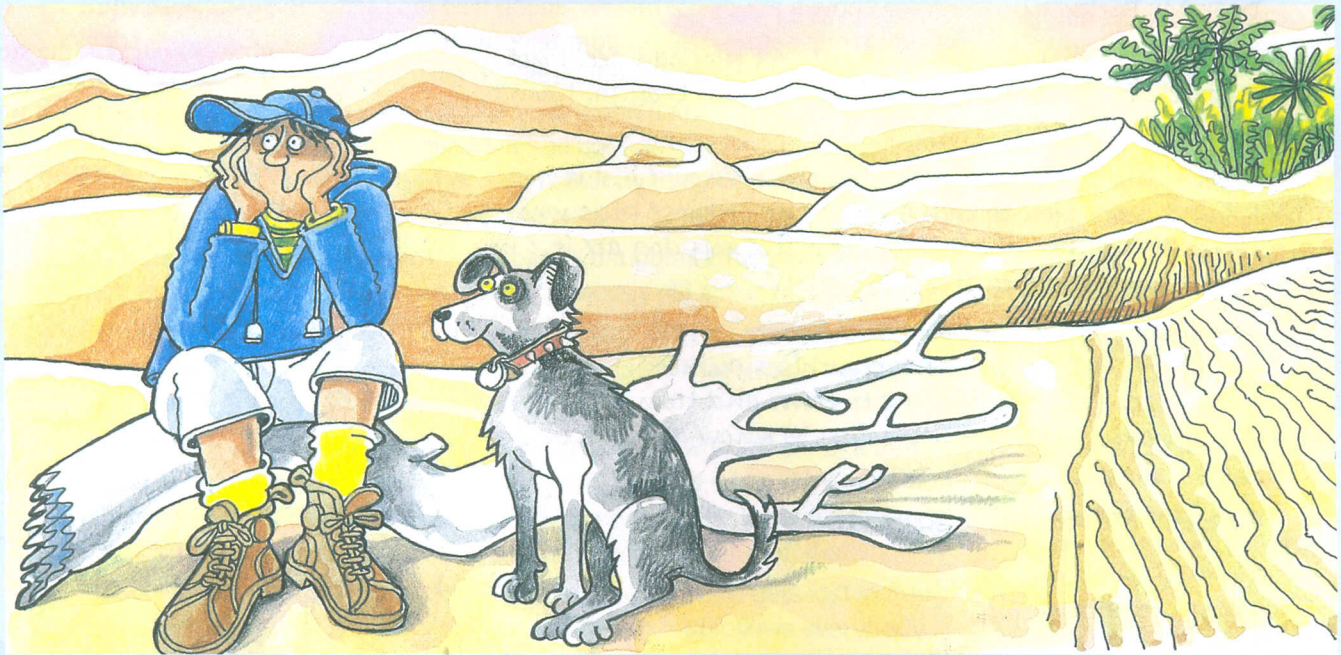
**Score: 7****4 Put the verbs in brackets in the correct form to express an unreal wish.**


- 1 My room (look) better if I (have) the posters I want.
- 2 I (not be) sorry if I (not see) that person again.
- 3 I wish I (can) speak French.
- 4 If it (not be) so hot, I (tidy) up the garden.
- 5 I wish my mum (like) watching horror films.
- 6 It (be) great if Dave (go) to Russia.
- 7 If you (be) not so busy, I (show) you how to play golf.

**Score: 12****Total score: 50**

## Lesson 8 In the desert

# FANTASY GAME



- 1 Look at the picture and say what the game will be about.
- 2  Listen and play the game.
- 3 Read the interpretation card the teacher will give you and answer the questions:
  - 1 Do you agree with the interpretation? Why? / Why not?
  - 2 Do you think it reflects your real personality? Why? / Why not?
  - 3 Do you think you can trust games like this to predict your future? Why? / Why not?
  - 4 What statements do you find interesting? Funny? Ridiculous?
  - 5 What does this game make you think about?



# Extensive reading

## Lessons 1–2

### 1 Answer the questions:

- 1 What is a journal?
- 2 What other words do you know that mean the same thing?

### 2 Read the introduction to the story and say what kind of journal Mary Lou was writing.

#### ABSOLUTELY NORMAL CHAOS

Dear Mr Birkway,

Here it is — my summer journal. As you can see, I got a little carried away. The problem is this, though. I don't want you to read it.

I really mean it. I just wanted you to know I did it. I didn't want you to think I was one of those kids who says, "Oh yeah, I did it, but I lost it / my dog ate it / my little brother dropped it in the toilet."

But please Pleeeeassse Don't Read It! How was I to know all this stuff was going to happen this summer? How was I to know Carl Ray would come to town and turn everything into an odyssey? And how was I to know about Alex...? Sigh.

Please Don't Read It. I mean it.

Sincerely,  
Mary Lou Finney

### 3 Read the first part of the journal and answer the questions.

- 1 What was Mary Lou's problem when she wanted to start her journal?
- 2 Did she get any help in solving the problem?
- 3 Why did she start writing?
- 4 What did you learn about Mary Lou's family from the first part?

Tuesday, June 12

I wish someone would tell me exactly what a journal *is*. When I asked my mother, she said, "Well, it's like a diary only different." *That* helps. She was going to explain more, but Mrs Furtz (the lady who just moved in across the street) called to say that my brother Dennis was throwing eggs at her house, and my mother went berserk so she didn't finish telling me. How am I supposed to write a journal if I don't even know what one is?

I wouldn't be doing this anyway, except that Mrs Zollar asked me to. She's an English teacher. She asked us to keep a journal this summer and bring it in (in September) to our new English teacher.

#### GLOSSARY

**be carried away** — увлечься чем-либо

**odyssey** ['ɒdɪsi] — the story of the ten-year journey Odysseus took on his way after the Trojan War told by Homer; a long journey with a lot of adventures

**sigh** [saɪ] — вздох



#### GLOSSARY

**move in** — start living in a new house

**go berserk** [bə'sɜ:k] — become very angry

4 Read the second part of the story and complete the gaps in the family tree.

So, new English teacher, I guess I'd better say who I am. My name is Mary Lou Finney. I live at 4059 Buxton Road in Easton, Ohio. I have a normally strange family. Here's our cast of characters, so to speak:

**Sam Finney** (whose age I am not allowed to tell you) is the father. He is a pretty regular father. Sometimes he likes us and sometimes we drive him crazy. When we are driving him crazy, he usually goes out in the garden and pulls some weeds. When he is at work, he is a geologist and spends his days drawing maps.

**Sally Finney** (whose age I am also not allowed to tell you or anyone else) is the mother. She also is a pretty regular mother. Sometimes she drools all over us and sometimes she asks my father if there isn't something he can do about us. When we are driving her crazy, she usually cries a little. When she is at work, she is an oral historian and spends her days tape-recording stories that elderly people tell her. I think that by the time she gets home to us, she is a little tired of hearing people talk.

**Maggie Finney** (17 years old) is the oldest daughter. She's my sister. She is your basic boy-crazy, fingernail-painting, mopey ole sister with whom I have the misfortune of sharing a room. She does not like me to touch her things.

**Mary Lou Finney** (13 years old) is the next oldest. That's me. I don't know what I am. I am waiting to find out.

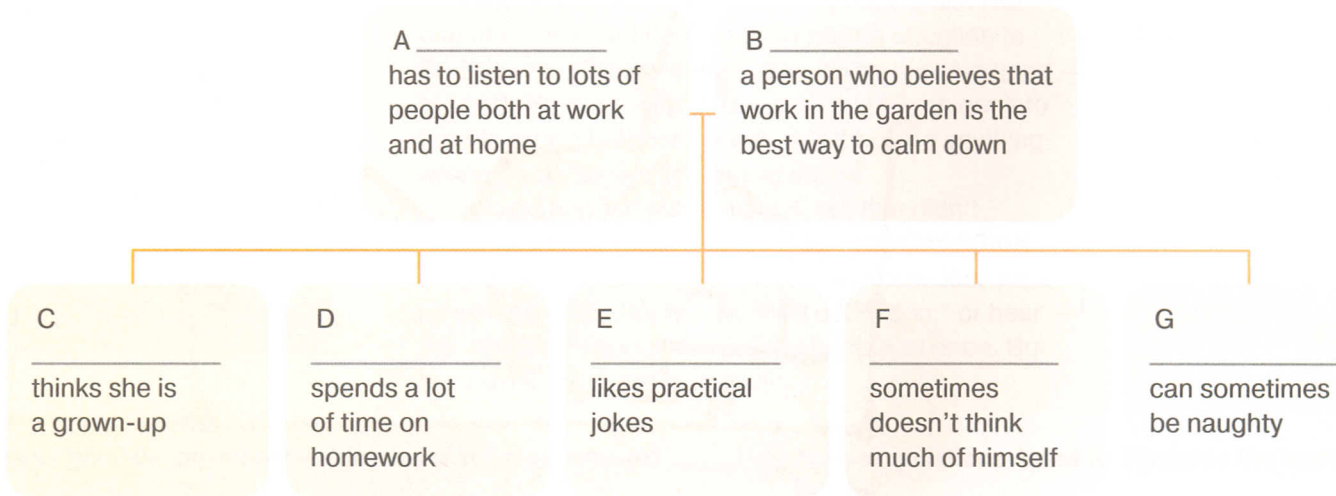
**Dennis Finney** (12 years old) is the kind of brother who will climb a tree with you one minute and tell on you the next. He gets into a fair amount of trouble (such as getting caught throwing eggs at Mrs Furtz's house, breaking windows with apples, etc), but he is okay other than that.

**Doug Finney** (better known as Dougie) (eight years old) gets lost in the middle of everyone else. He's skinny as anything and follows everybody else around. He's quiet and more serious than the rest of us, so nobody minds him tagging along, but he calls himself the "poor little slob".

**Tommy Finney** (four years old) is the spoiled-baby type kid. We think he's cute as anything, and so he gets away with murder. He's the messiest eater you've ever seen.

GLOSSARY

- cast of characters** — трушпа
- drive somebody crazy** — make somebody angry or annoyed
- pull weeds** (AmE), **pull up weeds** (BrE) — полоть сорняки,
- drool all over** — умиляться чему-либо
- mopey ole sister** (AmE) — gloomy old sister
- misfortune** [mis'fɔ:tʃn] — very bad luck
- tell on someone** — ябедничать
- tag along** — (разг.) следовать за кем-либо по пятам
- slob** — a messy and unattractive person
- spoiled baby** — испорченный ребенок
- get away with sth** — избежать наказания



**5 In pairs take turns to describe the characters from the text and guess their names.**

- Your description shouldn't be longer than one or two sentences.

**6 Answer the questions.**

- What words does Mary Lou find to describe her family and parents in general?
- What is *normal* about the family? What may seem strange to you?
- What and why does Mary Lou choose to mention when she writes about each member of the family?
  - date of birth / age
  - place of work / study
  - achievements
  - habits
  - her own opinion
  - her feelings and emotions
- Why do you think Mary Lou doesn't write much about herself?
- Who in the family is Mary Lou's closest friend? Why do you think so?
- Who in the family do you like most? Why?



**7 Read another part of the story and answer the questions.**

- What does Mary Lou feel about her work?
- Do you think Mary Lou is a smart and responsible pupil? Why? / Why not?
- Did she do the task right in the end? Did you enjoy reading Mary Lou's journal? Why? / Why not?

This journal is not as hard as I thought. I just hope I am doing it right. It would be terrible to do it all summer and then take it in and have someone look at it and say, "Oh, but this isn't a journal, dear." I tried to ask Mrs Zollar a million questions about the journal when she gave it to us, but Alex Cheevey said, "Geez. We don't want to know *too* much about it. Then we'll have to do it *right*. Can't you ever keep quiet?"

**GLOSSARY**

**Geez** — an euphemistic alternative for Jesus, — *here* О господи!

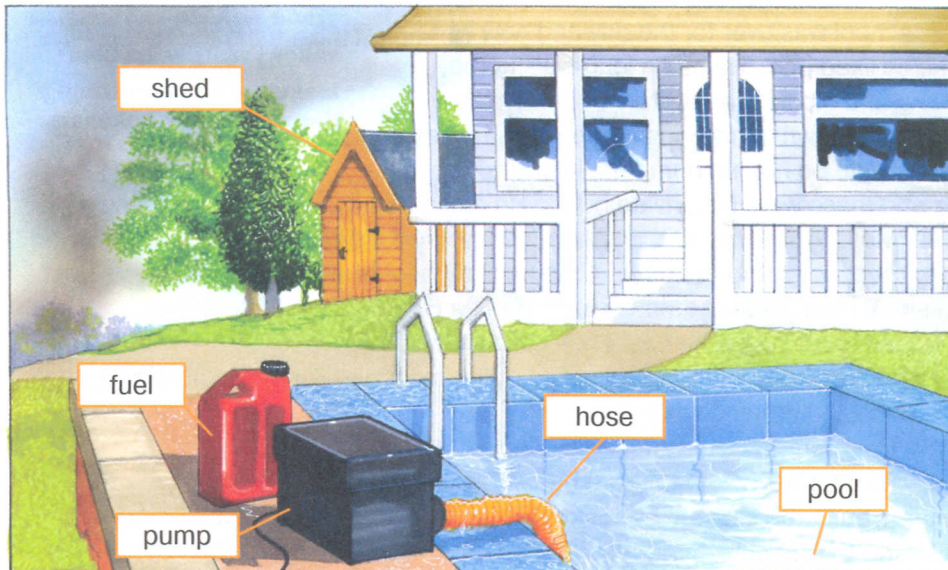
**8 Write a journal page about your family.**

- Characterise briefly each member of your family.
- Follow Mary Lou's pattern.



# Lessons 3-5

1a Look at the picture and say what the story is going to be about.



**For Your Info**

**bush** [bʊʃ] — wild countryside, esp. in Australia and in Africa.

**gallon** — 4.54 litres *BrE*

**GLOSSARY**

**admit** — признать

**bullet** ['bʊlɪt] — пуля

**not one of them would**

**dare** — ни один из них не осмелился бы

**that didn't count for**

**much** — это не считалось

**desperately** — отчаянно

1b Read the first part of the story, check your guess and answer the question.

- Was Brett popular in his class? Find evidence in the text.

**ASH WEDNESDAY**

*John Wells*

- 1 they
- a) the people in his town
  - b) the teachers and students

Brett was worried. He could admit that, but he didn't want to admit that he was frightened. He could smell smoke, and he knew the bushfire risk was high, but no one at school had believed him. Not even the teachers.

- 2 It
- a) the fire
  - b) the sunlight

At first they all said they couldn't smell anything, but when the afternoon light turned red and gold as the sunlight struggled down through the smoke they simply said that it wasn't coming their way. Brett somehow knew deep inside that it was coming straight at them.

- 3 They
- a) the teachers
  - b) his classmates

"It is. It's coming straight this way, and with this wind behind it, it'll go straight through here like a bullet. Smell it!"

They'd laughed, of course. They always did. Not one of them would dare be seen paying attention to Brett Payne. "Brett the Pain" they called him. No good at sport. No good with girls. He couldn't even get into trouble properly. When he was caught doing anything wrong it was always something stupid.

- 4 It
- a) being good at maths
  - b) people's respect

He was good at mathematics, but that didn't count for much. It didn't make you a hero, and Brett desperately wanted to be a hero, just once. Just once he wanted *his father* to say, "Well done, son," or hear the others talk about him with respect. Just once. But he knew it would never happen.

A What do you notice about these sentences? Why do you think the author uses them?

B Why is *his father* in italics here?

1c What do the underlined pronouns in Ex. 1b refer to?

- Choose the right answer to questions 1-4 alongside the text.

1d Answer questions A and B alongside the text in Ex. 1b.

**2a Read the next part of the text and answer the questions.**

- Was it really dangerous for Brett to stay at home during the fire? How do you know?
- Choose the right answer for question 5.

**GLOSSARY**

**grand** — величественный  
**valley** ['væli] — долина  
**make a start on wetting-down** — начну поливать

Anyway, school was over for the day and now was the time he liked best. He had a long walk home, past the grand old houses built a hundred years ago, and then down to his house, deep in the valley.

There would be no one home until about six o'clock and these were his private hours. He could be himself and think his own thoughts. Most of the time he wanted company very badly, but he would have hated to share this private time. It was the time he liked best of all, the time he was safest.

The smoke was already much heavier and he could almost taste the air.

He began to hurry and he could feel his own fear rising in him.

Dad wouldn't be home till about six, bringing mum and Jenny. An hour and a half away. A lot could happen in that time.

"Brett! Hey! Young Brett!"

It was old man Heyrick. A bit odd, but a nice guy. "Hello, Mr Heyrick."

"Listen, young feller. You'd better not go home just yet. There's a big fire coming, and this wind'll be pushing it right this way."

"I know, but there's no one else at home. I'd better get down there."

His dad had often said that it was safer to stay with the house than to run in front of a fire. He'd said that the valley was the safest place, too.

- 5 This
- a) the coming fire
  - b) the bush

"Well, the bush is pretty dry. This could be a bad one..." "I know, Mr Heyrick. I'll be careful. We've got a pump now, and Dad has shown me what to do. I'll get home and make a start on wetting-down. Dad'll be here before the fire gets too close."

"Well, don't be a hero!"

"No. I won't. Goodbye."

"Just take care, young feller."

**2b Read the next part of the story and answer the question.**

- Did Brett know how to behave during the fire? Find evidence in the text.
- Choose the right answer for question 6.

**GLOSSARY**

**went straight into action** — приступил к делу  
**prime a pump** — заливать насос перед пуском

By the time he reached the house he'd thought over all the things he had to do, and he went straight into action.

The pool held forty thousand litres and the tanks held about twelve thousand gallons.

He pulled the pump out of the shed, checked the fuel and oil, and carried it over to the pool. He primed the pump and left it ready to start.

- 6 They
- a) firemen
  - b) Brett's family
  - c) everyone

Brett felt his confidence rising again. The fire would come soon. He could hear it now, and the air was so hot that it was easier to breathe through his mouth. He tied a damp cloth over his mouth and nose. He knew, though, that no one would come. In a fire this big they'd all be needed to defend the town.

He'd better plan on fighting the fire alone.

**2c In pairs discuss the following statements and decide whether you agree with them or not and why.**

- Brett's schoolmates didn't take him seriously.
- Brett wanted to be a hero to become popular in his class.
- His father didn't respect him.
- Brett didn't have enough self-confidence.
- Brett liked to be alone at home.
- Brett didn't know how to put out the fire.

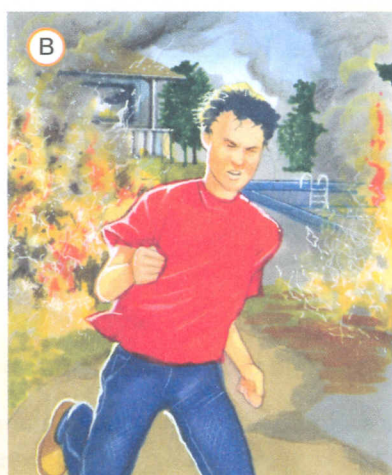
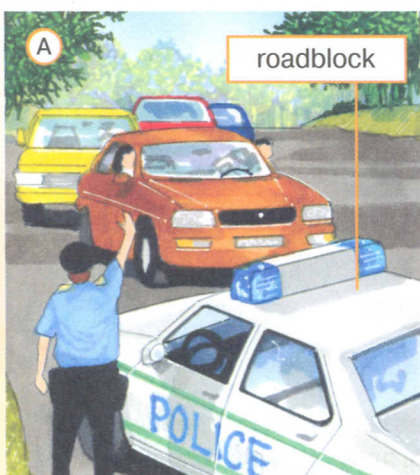
**3a What do you think will happen next in the story?**

- Choose from the following.
- 1 Brett will be saved by the fire brigade.
- 2 Brett will be saved by his father.
- 3 He will put out the fire before the firemen come.
- 4 Your own answer.

**3b Two of the illustrations match the text and two do not.**

- Which ones do you think match the text?

piles of ash



**3c Continue reading the story and check your guesses in Ex. 3a and 3b.**

The smoke was thicker now, and he could hardly see the outlines of the house. He heard the fire now more strongly.

He cried out, a strange sound of fear that he didn't know he'd made, but then he was in control of himself again. He ran to the pump and jerked on the starting-cord. Working swiftly but with a strange calm he took the end of the nearest hose and swung it to face the fire.

There were no trees below the house and very little grass to feed the hungry flames. He worked the jet of water left and right, left and right, until his arms were aching and the water was running over ground.

Where was everyone? Why was no one helping him? Why was he left to face this alone? The panic welled up in him but he forced it down. He knew that no one would come, didn't he? He wanted to be a hero, didn't he?

About eight miles away, Brett's father was trying to get through a police roadblock.

"My son is up there! He's home alone!"

"I'm sorry, Sir. You can't get through. The whole area is being evacuated. Your son will be quite safe by now."

The policeman was tired. He'd said all this a hundred times already. He didn't know what was happening up there in the hills, but he had his orders.

"Move back, please, Sir. There really isn't anything else you can do."

There was no way past the roadblock. There was no other road to take. There was nothing else the man could do. He turned his car back. Surely Brett would be safe? Surely the police would have evacuated the whole area. But Brett wasn't at the evacuation centre and his father could not find him.

**GLOSSARY**

- jerked on** — дернул
- swung** — размахивал
- jet of water** — струя воды
- the panic welled up** — охватила паника

Brett was up in the hills, fighting a long and lonely battle. The fire engines came through at half past three, Brett had fuelled the pump twice more and the swimming pool was almost empty, but when he saw the engines he knew the fight was nearly over.

"Hey, there's a kid there! How long have you been here, son?"

"I was here all the time! I stopped the fire! Single-handed!"

"You didn't stop it, son. You did a lot, but you didn't stop it. Half the town is gone."

No one had saved the school. Brett was surprised at how sorry he felt. He should have been glad, but he was saddened by the piles of ash.

He was surprised, too, when the headmaster walked over to him and shook his hand in front of all the others. There were no words. Just a firm handshake.

But that was not the best part. The fire engines had brought him out, past the rows of smoking piles of ash that had been grand houses. He'd seen his father then, running along the road, searching in every engine. His father had been crying.

Brett knew then that it was all right. He didn't have to prove anything to anyone, at school or anywhere else. He'd faced the fire and fought it. He'd won. On his own.

His father held him tightly, in front of everyone.

"Thank God, Brett! Thank God you're all right! They told us they'd found you, told us what you'd done! We're proud of you, boy. You're a hero!"

**GLOSSARY**

**fuelled the pump** — заправил насос

**3d Look through the passage in Ex. 3c again and find the evidence to prove that:**

- 1 it was very hard for Brett to fight the fire
- 2 the fire was a real disaster for the town
- 3 Brett was trying to be confident all the time
- 4 his father was very worried about his son
- 5 Brett was not happy that his school hadn't been saved.

**4a Which of Brett's feelings do the following sentences describe?**

- Use the words in the box if necessary.

pride   pain   fear   confidence  
trouble and disappointment   joy   regret

Sentences from the text	
1	Working swiftly but with a strange calm he took the end of the nearest hose and swung it to face the fire.
2	He'd faced the fire and fought it. He'd won. On his own.
3	No one had saved the school. Brett was surprised at how sorry he felt.
4	He was surprised, too, when the headmaster walked over to him and shook his hand in front of all the others. There were no words. Just a firm handshake.
5	He worked the jet of water left and right, left and right, until his arms were aching and the water was running over ground.
6	Where was everyone? Why was no one helping him? Why was he left to face this alone?

**4b Discuss the following**

- 1 Do you think Brett saved his house because:
  - a) he just wanted to save it
  - b) he wanted his father to respect him
  - c) he wanted to prove to himself that he could become a hero and gain self-confidence
  - d) he wanted to be popular with his classmates
  - e) it was his duty
  - f) he wanted an adventure
  - g) he didn't have any other way out
- 2 How did Brett feel after the fire? Did this surprise you?
- 3 Do you think Brett was a real hero?
- 4 What would you do if you wanted to become a hero?

# Lessons 6-7

1 Would you ever wish to climb a peak like Everest some day? Why? / Why not?



**For Your Info**

- The mountain was named after Sir George Everest who first measured its height in 1849.
- Everest is 8, 848 metres high, the highest mountain in the world.
- The mountain's local names are Chomolungma ("goddess mother of the world") in Tibet and Sagarmatha ("goddess of the sky") in Nepal.
- Since Tenzing's and Hillary's successful climb other records have been set. The most impressive one was perhaps the first solo climb of Everest without oxygen, by Reinhold Messner in 1980.
- The first woman to reach the top was Junko Tabei from Japan.
- In 2002, Tenzing's grandson, Tashi, and Hillary's son, Peter, climbed Everest to mark the beginnings of the 50th anniversary of the first conquest of Everest.

2 Read the story and match the parts of the text with the pictures.

- Part of the text is not illustrated.

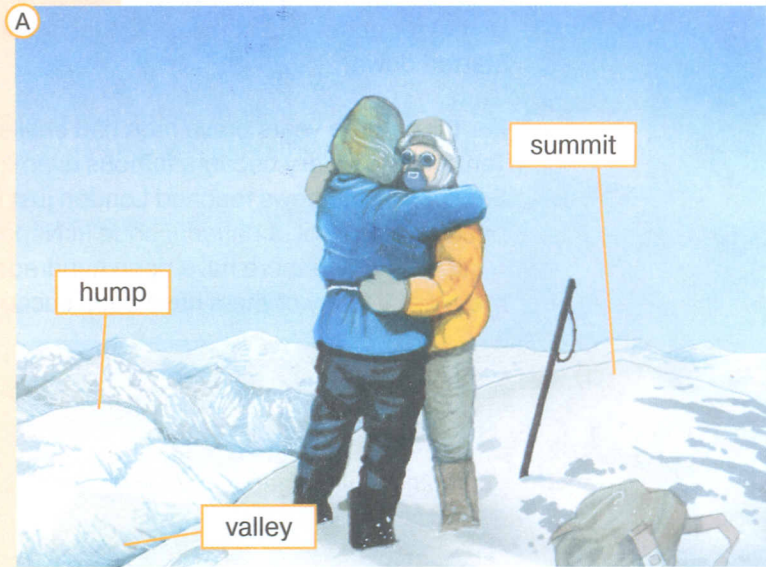
## CONQUERING MOUNT EVEREST

1 It was six-thirty in the morning of 29 May, 1953. Two nearly frozen men crawled out of their tents. They each pulled three pairs of gloves onto their hands, put on their icy boots and lifted containers of oxygen. With the heavy burdens on their backs, they began walking upwards.

The men were roped together for safety. First one man took the lead and then the other. They looked up. The south summit of Mount Everest towered above them... Then the climbing became very dangerous — they had to climb up an almost vertical white wall of snow. They hesitated, and then moved forwards.

The two climbers were Tenzing Norgay of Nepal and Sir Edmund Hillary of New Zealand. Later, Tenzing wrote, "This was really one of the worst places on the whole climb, because it was not only a matter of what you yourself did, but what the snow under you did, and this you could not control."

2 Foot by foot they climbed. At last they stood on the south summit, but the true summit of Mt Everest still towered above them. They finished their first bottles of oxygen and left them behind. This action reduced their load and made climbing a little easier.



**GLOSSARY**

- conquer** ['kɒŋkə] *n* — покорять
- crawl out** ['krɔ:l 'aʊt] *v* — выползть
- burden** ['bɜ:dn] *n* — ноша
- safety** *n* — безопасность
- take the lead** — быть впереди
- tower** *v* — возвышаться
- reduce load** — уменьшить нагрузку





squeeze through a narrow gap between two cliffs

3 Finally they set to the last hump. They stopped for a moment and went on to the summit. Just a few feet separated them as they climbed the "top of the world". Two men from different lands and cultures joined hands after this supreme achievement. Everest had at last been conquered.

Tenzing and Hillary hugged each other. It was eleven-thirty in the morning, and the sun was shining brilliantly. The men looked around. This time they looked down on all the great peaks. Tenzing could see in the distance the hills and valleys of his home. The mighty mountain ranges in the distance looked like humps. They stayed on top for about fifteen minutes, took some pictures and started down.

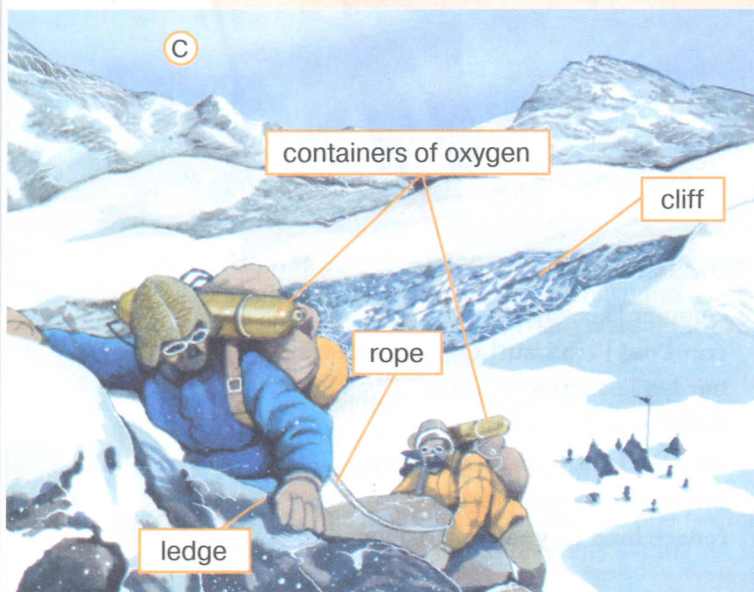
4 For thirty-three years brave men had challenged the mountain and failed. Naturally, Tenzing and Hillary became famous overnight. Hillary became a hero of the British Empire and the news reached London just in time for Elizabeth II's coronation. Tenzing became a symbol of national pride in Nepal, Tibet and India.

From then on there have been hundreds of other attempts to reach "the roof of the world". Many of them have been successful, some of them have been tragic. At

least 180 people have lost their lives on the mountain. But climbers still dream of climbing Everest.

Why? The most famous explanation was given by the climber Mallory who died on the mountain in 1924. "Why try to climb Everest?" he was asked. "Because it is there." Nobody has ever given a better explanation!

*H. I. Christ*



containers of oxygen

cliff

rope

ledge

Then up they started again in the brilliant sunshine. They had to squeeze through narrow gaps. If the ice or snow gave way, the men would be lost. But fortunately, the ice and snow held.

Masses of ice and rock stuck out and made climbing extremely difficult. Tenzing and Hillary climbed humps of rocks and snow supporting each other with ropes. "Is this the last one?" they asked themselves as each hump was passed.

**GLOSSARY**

**the ice and snow held** — эд. лед и снег не двигались

**stick out** *v* — выпирать

**hump** *n* — эд. горный перевал

**support** *v* — поддерживать

**GLOSSARY**

**separate** *v* — отделять

**mountain ranges** — горные хребты

**GLOSSARY**

**challenge** *v* — бросать вызов

**attempt** *n* — попытка

**3 Find the evidence in the text to prove the following:**

- 1 Everest is magnificent.
- 2 Climbing Mount Everest is very difficult.
- 3 Climbing Mount Everest is very dangerous.
- 4 Tenzing and Hillary were good friends.
- 5 Conquering the peak has always been attractive for mountain climbers.
- 6 It was a great honour to be the first to climb Mount Everest.

**4 What do you think Tenzing and Hillary felt in the following situations:**

1 They each pulled three pairs of gloves onto their hands, put on their icy boots and lifted containers of oxygen. With the heavy burdens on their backs, they began walking upwards.

2 Then the climbing became very dangerous — they had to climb up an almost vertical white wall of snow.

3 “Is this the last one?” they asked themselves as each hump was passed.

4 Two men from different lands and cultures joined hands after this supreme achievement.

**5 What is necessary for climbing a peak like Mount Everest?**

● Rate the following from one to ten and give reasons for your rating:

- 1 ambition
- 2 good physical shape
- 3 (a) reliable companion(s)
- 4 knowledge of the area
- 5 good equipment
- 6 being brave
- 7 being courageous
- 8 the wish to become a hero
- 9 experience
- 10 a lot of money

**6 In pairs prepare a personal report about the climb.**

Pupil A: You are Hillary. Focus on the events.

Pupil B: You are Tenzing. Focus on the difficulties and the feelings.



# Lesson 8

1  Listen to and follow these three poems.

- Which did you like best?

## BACK YARD

Sun in the back yard  
Grows lazy,  
Dozing on the porch steps  
All morning,  
Getting up and nosing  
About corners,  
Gazing into an empty  
Flowerpot,  
Later easing over the grass  
For a nap,  
Unless someone hangs out  
The wash —  
Which changes  
Everything to a rush and clap  
Of wet  
Cloth and fresh wind,  
And sun  
Wide awake in the white sheets.

*Valerie Worth*

### GLOSSARY

**doze** *v* — to sleep lightly for a short time

**gaze** *v* — to look for a long time, giving all your attention

**nap** *n* — a short sleep, especially during the day

## GIVE YOURSELF A HUG

Give yourself a hug  
when you feel unloved  
Give yourself a hug  
when people put on airs  
to make you feel a bug  
Give yourself a hug  
when everyone seems to give you  
a cold-shoulder shrug  
Give yourself a hug —  
A big, big hug  
And keep on singing,  
“Only one in a million like me  
Only one in a million-billion-trillion-zillion  
like me.”

*Grace Nichols*

### GLOSSARY

**give a hug** — to put your arms around somebody and hold tightly to show love and friendship

**put on airs** — важничать

**give somebody the cold shoulder** — отвернуться, бросить

## PURPLE SHOES

Mum and me had a row yesterday,  
a big, exploding  
howdareyouspeaktomelikethatl'mofftostayatGran's  
kind of row.

It was about shoes.

I'd seen a pair of purple ones at Carter's  
heels not too high, soft suede, silver buckles;  
"No," she said.

"Not suitable for school.

I can't afford to buy rubbish."

That's when we had our row.

I went to bed longing for those shoes.

They made footsteps in my mind,  
kicking up dance dust;

I wore them in my dreams across a shiny floor,  
under flashing coloured lights.

It was ruining my life not to have them.

This morning they were mine.

Mum relented and gave me the money.

I walked out of the store wearing new purple shoes.

I kept seeing myself reflected in shop windows  
with purple shoes on,

walking to the bus stop,

walking the whole length of our street

wearing purple shoes.

On Monday I shall go to school in purple shoes.

Mum will say no a thousand furious times

But I don't care.

I'm not going to give in.

*Irene Rawnsley*



### GLOSSARY

**row** [raʊ] — an angry argument that lasts a short time, especially between people who know each other well

**suede** [sweɪd] — замша

**buckles** — пряжки

## 2 Read the poem you liked again and answer the questions.

- 1 What feeling or idea do you think the author wanted to share with the reader? Give your reasons.
- 2 What did you like about this poem:
  - a) the mood it created in you?
  - b) the plot?
  - c) the details: people, objects, facts mentioned in it?
  - d) how it is written?
- 3 Did you notice anything unusual about:
  - a) how the words are used?
  - b) the punctuation?
  - c) how the lines are arranged?

# Grammar reference

## UNIT 1

### Adverbs

We use an adverb to say how we do something. It usually describes a verb and often comes after it.

*How did the boy close the door?  
— The boy closed the door quietly.*

An adverb is usually formed by adding **-ly** to the adjective.

slow — **slowly**  
cheap — **cheaply**

easy — **easily**  
happy — **happily**

terrible — **terribly**  
simple — **simply**

Some adverbs are not derived from adjectives, such as **well**.

*She speaks good English. She plays the piano very well.*

Some adverbs of manner don't take the suffix **-ly**, such as **hard, fast, late, deep**.

*My brother is a fast runner. My brother runs fast.*

Verbs of being, becoming or seeming (*feel, become, smell, taste*) are followed by adjectives, not by adverbs.

*I felt happy when I first went to school.*

### Articles

We use the definite article *the* when we speak about a particular thing / things or person / people.

We use the indefinite article *a/an* when we speak about any person or thing.

We use zero article when we speak about things or people in general.

*Did you see the film yesterday?  
Is there a film on the TV programme today?  
I like    comedies.*

## UNIT 2

### The infinitive, *in order to, so as to*

We use the infinitive, *in order to* and *so as to* to talk about a person's purpose (цель) — why he or she does something. *In order to* is used in a more formal style.

*I went to the library to borrow some books.  
I decided to learn one more foreign language in order to have more career prospects.  
I need a bigger shelf so as to put all my schoolbooks on it.*

We can use *in order to* and *so as to* before an infinitive in negative sentences.

*We went out very early so as not to be / in order not to be late for the performance.*

We can't use the simple infinitive to express purpose in negative sentences.

### Question tags

We use a question tag when we want to confirm something or when we want to find out if something is true or not.

The general pattern for using tags is:

Positive sentence + negative tag, e.g. *John likes football, doesn't he?*

Negative sentence + positive tag, e.g. *Mary doesn't like football, does she?*

*Tim left for Sochi yesterday, didn't he?  
Tom and Ann don't speak English, do they?  
Dick and Mary have bought a new car, haven't they?*

## UNIT 3

### Must / Can't + V

### Could / Might + V

We use *must* / *can't* and *could* / *might* for deduction, when we want to express the conclusion that something is certain.

*He must be a schoolboy. He can't be a university student.*



We use *could* / *might* to talk about a logical possibility that something is true.

*Where's Ben? I don't know, he could be in the garden.*

### Present perfect continuous

### Have / Has + been + Ving

We use the present perfect continuous to talk about unfinished or recently finished actions that have a present result.

*I have been playing the guitar for five years (and I am still playing).*

*You look tired. — I have been dancing all night (recently finished action with the result).*

### Modal verb *have to*

We use *have to* to express an external obligation, to say that we have to do something because of a rule or circumstances (обстоятельства).

*I have to wear glasses for knitting.*

*He has to take his dog for a walk every day.*

+	-	?
I <u>have to</u> go to school on Saturdays	I <u>don't have to</u> go to school on Sundays.	When <u>do</u> you <u>have to</u> go to school?

## UNIT 4

### Present perfect vs past simple

We use the **present perfect** or the **past simple** when we write a biography.

We use the **past simple** when we write or talk about people who are not alive.

*Agatha Christie wrote 76 novels.*

We use the **present perfect** and the **past simple** when we write or talk about people who are alive.

The **present perfect** is used to describe what people have achieved up to the present moment.

*Brad Pitt has made a lot of films.*

The **past simple** is used to describe things that happened at a definite time in the past.

*Alla Pugacheva became very popular in the 1970s.*



#### Past simple

*Agatha Christie wrote 76 novels.*

#### Present perfect

*Brad Pitt has made a lot of films.*

### Past continuous vs past simple

We use the **past continuous** to say that somebody was in the process of doing something at a certain time.

*I saw you last night. You were waiting for a bus at the bus stop.*

We use the **past simple** to speak about single facts or events that happened in the past or to say that one thing happened after another.

*I saw Dave yesterday. We stopped and had a chat.*

We often use the **past continuous** and the **past simple** together to say that something (a shorter action or event) happened in the middle of something else (a longer "background" action).

*Suzy cut her hand when she was cooking dinner. Lena was watching TV when her friend came.*

### Could, was / were able to / managed to

We use *could* when we want to say that somebody was able to do something in the past, to show his / her "general ability" to do something.

*When Bob was 16, he was a fast runner, he could run 100 metres in 10.8 seconds.*

We use *was / were able to / managed to* when we say that somebody managed to do something in a particular situation.

*Alex was not known as a fast runner, but in the last race he managed to beat everybody.*

*The house was on fire but everybody was able to escape.*

## UNIT 5

### Both of us / you / them

#### Neither of us / you / them

We use *both / neither* to talk about two people or things together. *Both of us / you / them* can be the subject or object of a sentence.

*Both* is used with the verb in the plural.

*Katya and Christina have good marks. Both of them are excellent pupils.*

*Our teacher asked both of us to do the task.*

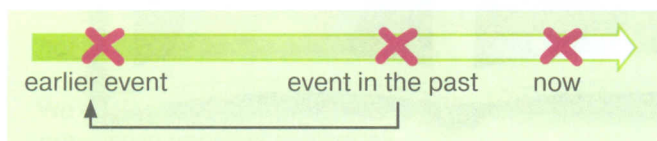
We use *neither* instead of *both* in the negative sentences. *Neither* is used with the verb in the singular. In an informal style, a plural verb is possible.

*Are you looking for the two students from the 8th grade? Neither of them is here.*

### Past perfect simple

#### Had + Ved(3)

We use the **past perfect** to talk about an event in the past which happened earlier than another event in the past.



*When we arrived at the cinema the film had already started.*

We usually use the **past perfect** after past verbs of saying and thinking. We use it to talk about things that had happened before the saying or thinking took place.

*The teacher said that she had checked all the pupils' compositions.*

*I thought I had lost my purse, but I found it later on the floor.*

### Reporting other people's speech

We can report someone's words in two main ways:

#### By using direct speech:

*He said, "I'm sure you are right."*

Direct speech is used when we want to give the exact words of the speaker.

#### By using indirect (or reported) speech:

*She told me she was feeling ill.*

*The Prime Minister promised he would look more closely at the problems in the health service.*

Indirect or reported speech may be used for a number of reasons:

- To summarize the speaker's original words
- To interpret the speaker's original words:

*He warned his neighbour to keep his dog under control. (the choice of the reporting verb "warn" expresses the speaker's attitude)*

- To distance the writer from the words he is reporting:

*According to a government spokesman, there is to be a public enquiry into the problem. (the writer wants to make it clear that this is an official statement, not his own opinion)*

## The changes we have to make when reporting speech

The changes we have to make when reporting speech are all quite logical. Suppose the Prime Minister says today, "The government **will** put more money into hospitals this year." Reporting his words tomorrow, we might write: "The Prime Minister promised yesterday that the government **would put** more money into hospitals this year." The reporting verb ("promised") is chosen to **interpret** the force of the Prime Minister's words. The original "will" is changed to "would" to follow on from the simple past reporting verb ("promised"). The word "yesterday" is added to fix the time, but "this year" remains unchanged when the report is written.

Words referring to place and time may have to be changed if the report is written or spoken at a different time and in a different place from the one where the speaker originally spoke.

### Compare:

- 1) Patient: I'm feeling sick.  
Doctor: What did you say?  
Patient: I said **I'm feeling** sick. (she is still feeling sick a moment later)
- 2) (half an hour later, in another room)  
Nurse: How's the patient?  
Doctor: She said she **was feeling** sick.

The distance in place and time causes the doctor to choose the past form of the verb here. Writing a report **after** a conversation and in a different place may require changes in adverbs / adverbial expressions of place and time. Here are some examples:

Words the speaker uses	→	Words the reporter uses
here	→	there
now	→	then
today	→	that day / yesterday
yesterday	→	the day before
this	→	that
<b>my</b> father	→	his / her father
next week	→	the following week
tomorrow	→	the day after

## Reporting questions. Here are some ways of reporting questions:

- "Where are you going?" → He asked me where I was going.
- "Do you live here?" → He asked me where she lived.
- "Why did you arrive late?" → She was asked how she knew she had arrived.

### Remember:

- 1) The word order in the reported question changes. It is the same as in a statement.
- 2) The auxiliary "do" is not used in the reported question.
- 3) There is no question mark in the reported question.

## Common reporting verbs

These verbs often express the attitude or intent of the speaker:

- 1) **tell** He told me to sit down.  
She told me that she loved me.
- 2) **advise** She advised her daughter to take a course.
- 3) **warn** The policeman warned the driver to slow down.
- 4) **promise** I promised to reply to her letter.  
She promised that we would meet again soon.
- 5) **ask** My friend asked me to help her on Saturday.
- 6) **offer** She offered to look after my garden.
- 7) **threaten** They threatened to report their neighbours to the police.
- 8) **say** I said (that) I would come.
- 9) **suggest** He suggested (that) I should take a holiday.
- 10) **insist** My mother insisted (that) I should stay at home.

**Remember:** "say", "suggest" and "insist" are normally followed by a "that" clause. All the other verbs can be followed by an infinitive or (in some cases) a "that" clause.



## UNIT 6

### V + to V and V + Ving

We use either *Ving* (gerund) or *to V* (infinitive) after certain verbs.

<b>Ving (gerund) if the meaning is GENERAL</b>	<b>to V (infinitive) if the meaning is PARTICULAR to one activity</b>
like + doing love + doing prefer + doing hate + doing can't stand + doing	would like + to do would love + to do would prefer + to do

- *Would you like anything to drink?*
- *Yes, please, I'd like a cup of tea.*
- *Milk?*
- *No, thanks, I can't stand milk in my tea.*

### Too and enough

We use *too* when we want to say that something is "very" or more than reasonably possible. It comes before adjectives and adverbs.

We use *enough* to say when there is as much of something as is needed. It normally comes before a noun, but after adjectives or adverbs.

- It's too cold for me to go out.*
- He spoke too quickly for me to understand.*
- It is warm enough to swim, isn't it?*
- Do we have enough time to do the shopping?*
- If we want to be on time, we have to walk quickly enough.*

### Would + V

When we talk about imaginary or unlikely present or future situations we use *would + V*.

*My fantasy house would be in the mountains and would have two floors.*








### I wish + Ved (past)

We use *I wish + Ved* (past) when we talk about imaginary or impossible situations in the present.

- I wish I were you. (But it is impossible.)*
- I wish I were at the seaside now. (But I'm not.)*
- I wish I could swim. (But I can't.)*
- I wish I didn't have to work so hard. (But I have to.)*

Note that *I wish I was* is also possible in spoken language.

### Prepositions of place

Preposition	Example	
by / beside	by the chair	
below	below the line	
above	above the horizon	
on (the) top of	on (the) top of a building	
inside	inside the box	
in the middle of	in the middle of the room	
among	among the flowers	

## UNIT 7

### Be / Get used to + N / Ving

If somebody *is used to something / doing something*, it is their habit.

If somebody *gets used to something / doing something*, it becomes their habit.

It can refer to past, present or future experiences.

*Be / Get used to* can be followed by a noun or *Ving*.

*I've studied for eight years at school now and I am used to the noise during the breaks.*

*I'm used to washing the dishes. I do this every day.*

*I've known them for five years but I can't get used to working with them.*

### Future in the past

#### **Would + V, was / were about to, was / were on the point of**

When we describe events that were in the future at a certain time in the past we use: *would, was / were about to do something, was / were on the point of doing something*.

*I knew they would remember my birthday.*

*I thought I would pass this exam easily.*

*I was about to tell the truth when she stopped me.*

*He was on the point of crossing the finishing line, when he suddenly stumbled and fell down.*

## UNIT 8

### Must have / Can't have + Ved(3)

We use *must have* + *Ved(3)* to say that we feel sure that something happened in the past.

*I've lost my glove. I must have dropped it at school.*

We use *can't have* + *Ved(3)* to say that we feel sure that something was not possible in the past.

*You can't have been in the library yesterday. It was closed.*

### Might / May / Could have + Ved(3)

We use *might / may / could have* + *Ved(3)* to say that it was possible that something happened in the past but we are not sure about it.

*Polly is late. She might have missed her bus. She was too far away so she couldn't have seen you (it is not possible that she saw you).*

*She was too far away so she might not have seen you (perhaps she didn't see you).*

### Collective nouns

We use *collective nouns* (*family, team, police, staff, etc*) when we talk about groups of people. They can be used either with singular or plural verbs and pronouns.

When we talk about the group as a collection of people doing personal things, we use plural verbs and pronouns.

*My family have decided to move to Liverpool. They think it's a better place to live.*

When we talk about the group as an impersonal unit, we use singular verbs and pronouns. In this case the relative pronoun *which* not *who* is used.

*The family is a very important part of society which is responsible for raising children.*

Note that the collective noun *police* is always used with plural verbs and pronouns.

*The police are looking for witnesses.*

### Quantifying expressions

Such phrases as *a number of, a group of, a couple of, a lot of, half of* are used with plural nouns, pronouns and verbs.

*A number of people have tried to invent a youth elixir but they have all failed.*

*Half of his students don't understand him.*

## UNIT 10

### Other / Another / Others

*Another* can mean *additional, extra* or *different*. We use *another* with singular countable nouns.

*Could I have another piece of cake (additional, extra)?*

*I don't like this dress. Could you give me another one (different)?*

*Other* means *different, alternative* or *besides this / these*. We use *other* with plural countable nouns.

*Have you got any other slippers? These are too big (different, alternative).*

*I like primroses, daffodils and other spring flowers (besides these).*

*Others* means *different, alternative* or *besides this / these* (the same as *other*) but we use it without a noun.

*These jeans are too small. Have you got any others?*

### Conditional 2

When we talk about unreal present or future situations, we use the structures with *If...*

*If I had a lot of money, I would travel a lot (but it is unreal because I do not have a lot of money).*

*If I didn't feel so tired, I would go to the beach with you (but it is unreal because I am very tired).*

We use the structure *I wish I did (not) / were (not) / could (not)* to say that we regret something.

*I wish I knew Rod's phone number (I don't know it and I regret this).*

*I wish it were not so cold in Siberia in winter (but it is cold and I regret it).*

## Irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was/were	been (быть)	know	knew	known (знать)
become	became	become (становиться)	learn	learnt/learned	learnt/learned (учить, узнавать)
begin	began	begun (начинать)	leave	left	left (оставлять, покидать)
beat	beat	beaten (бить)	let	let	let (позволять)
break	broke	broken (ломать, разбивать)	lose	lost	lost (терять)
bring	brought	brought (приносить)	make	made	made (делать)
build	built	built (строить)	meet	met	met (встречать)
buy	bought	bought (покупать)	pay	paid	paid (платить)
catch	caught	caught (ловить)	put	put	put (класть)
choose	chose	chosen (выбирать)	read	read	read (читать)
come	came	come (приходить)	ride	rode	ridden (ехать верхом)
cost	cost	cost (стоить)	ring	rang	rung (звонить)
cut	cut	cut (резать, рубить)	run	ran	run (бежать)
do	did	done (делать)	say	said	said (говорить)
draw	drew	drawn (рисовать)	see	saw	seen (видеть)
dream	dreamt/ dreamed	dreamt/dreamed (видеть сон, мечтать)	sell	sold	sold (продавать)
drink	drank	drunk (пить)	send	sent	sent (посылать)
drive	drove	driven (вести)	sit	sat	sat (сидеть)
eat	ate	eaten (есть)	show	showed	shown (показывать)
fall	fell	fallen (падать)	smell	smelt	smelt (пахнуть, чувствовать запах, нюхать)
feed	fed	fed (кормить)	speak	spoke	spoken (разговаривать)
feel	felt	felt (чувствовать)	spend	spent	spent (тратить)
fight	fought	fought (драться, бороться, ссориться)	stand	stood	stood (стоять)
find	found	found (находить)	steal	stole	stolen (красть)
fly	flew	flown (летать)	sweep	swept	swept (подметать)
forget	forgot	forgotten (забывать)	swim	swam	swum (плавать)
get	got	got (получать, попадать, добираться)	take	took	taken (брать)
give	gave	given (давать)	teach	taught	taught (учить)
go	went	gone (идти)	tear	tore	torn (рвать, разрывать)
grow	grew	grown (расти)	tell	told	told (рассказывать)
hang	hung	hung (висеть, вешать)	think	thought	thought (думать)
have	had	had (иметь)	throw	threw	thrown (бросать)
hear	heard	heard (слышать)	understand	understood	understood (понимать)
hurt	hurt	hurt (причинять боль, болеть)	wake	woke	woken (просыпаться, будить)
keep	kept	kept (хранить, держать)	wear	wore	worn (носить — об одежде)
			win	won	won (побеждать, выигрывать)
			write	wrote	written (писать)

# List of active vocabulary

**В** этом “Списке активной лексики\*” ты найдешь все новые слова и выражения, значение которых разбирается в учебнике, и которые предназначены для запоминания и дальнейшего употребления в речи. Они расположены по разделам, урок за уроком. Слова и выражения, не предназначенные для запоминания, но необходимые для понимания текстов, ты можешь найти в специальных табличках, которые называются “Glossary”.

Словарные статьи в данном списке состоят из следующих элементов:

- заглавное слово
- [транскрипция]
- часть речи, к которой относится данное слово
- перевод

Ты уже знаешь, что слова и выражения невозможно переводить с одного языка на другой механически. Чтобы выбрать правильный перевод, необходимо хорошо понимать, в какой ситуации, в каком контексте это слово или выражение употребляется; именно такой перевод слов и выражений и приведен в данном списке.

В списке используются следующие сокращения:

<i>adj</i>	adjective	прилагательное
<i>adv</i>	adverb	наречие
<i>n</i>	noun	существительное
<i>phr v</i>	phrasal verb	фразовый глагол
<i>prep</i>	preposition	предлог
<i>pron</i>	pronoun	местоимение
<i>sb</i>	somebody	кто-либо
<i>sth</i>	something	что-либо
<i>v</i>	verb	глагол

## UNIT 1

### Lesson 1

- do jigsaw puzzles** [ˈdʒɪɡzɔː ˈpʌzəlz] — составлять картинки-загадки, в которых нужно сложить мелкие кусочки, чтобы получилась картинка
- go camping** — ходить в туристические походы, жить в палатках
- go on an activity holiday** — заниматься активным отдыхом в каникулы
- go on roller coasters** [ˈkəʊstəz] — кататься на парковых аттракционах, американских горках
- go rollerskating** [ˈrɒləˌsketɪŋ] — кататься на роликах
- go scuba diving** [ˈskuːbə ˌdaɪvɪŋ] — заниматься подводным плаванием (с аквалангом)
- graceful** [ˈɡreɪsfəl] *adj* — грациозный, изящный
- lazy** [ˈleɪzi] *adj* — ленивый
- ride a scooter** [ˈskuːtə] — кататься на скутере / мотороллере
- sunbathe** [ˈsʌnbet̩] *v* — принимать солнечные ванны, загорать
- watch a show at a water park** — смотреть водное представление в аквапарке

### Lesson 2

- be addicted to** [əˈdɪktəd tə] — пристраститься к чему-либо, увлечься чем-либо (обыкновенно дурным)
- truant** [ˈtruːənt] **from school** — прогуливать занятия в школе

### Lesson 3

- advise** [ədˈvaɪz] *v* — советовать, рекомендовать
- behave** [bɪˈheɪv] *v* — вести себя, поступать определенным образом
- behaviour** [bɪˈheɪvjə] *n* — поведение, поступки
- brain** [breɪn] *n* — мозг
- brainy** [ˈbreɪni] *adj* — умный, мозговитый, способный
- connection** [kəˈneɪʃən] *n* — связь, взаимосвязь
- control** [kənˈtrɒl] *v* — управлять, регулировать
- develop** [dɪˈveləp] *v* — развиваться, совершенствоваться
- emotional** [ɪˈməʊʃənəl] *adj* — эмоциональный, впечатлительный, нервный
- judgment** [ˈdʒʌdʒmənt] *n* — суждение, решение
- reasoning** [ˈriːzənɪŋ] *n* — логический ход мысли, аргументация

### Lesson 4

- avoid** [əˈvɔɪd] *v* — избегать, предупреждать
- connect (sth with sth)** [kəˈnekt] *v* — соединять, связывать (что-либо с чем-либо)
- double-check** [ˌdʌbl ˈtʃek] *v* — перепроверить
- get upset** [get ˌʌpˈset] — расстраиваться, огорчаться
- make sure** [ʃʊː] — убедиться, удостовериться
- pretend** [prɪˈtend] *v* — притворяться, делать вид
- recognise** [ˈrekəɡnaɪz] *v* — признавать

### Lessons 5–6

- any** [ˈeni] *determiner, pron* — любой, какой-либо
- countable** [ˈkaʊntəbəl] *adj* — исчисляемый

\* При составлении этого “Списка активной лексики” были использованы: Большой англо-русский словарь: В 2 т. / Под общ. ред. И. Р. Гальперина. — М., 1972. Мюллер В. К. Англо-русский словарь. — Изд. 22. — М., 1988. Longman Dictionary of Contemporary English. — Pearson Education Ltd, 2003

**in general** [ɪn 'dʒenərəl] — вообще, в целом  
**particular** [pə'tɪkjʊlə] *adj* — частный, особенный  
**refer (to)** [rɪ'fɜː] *v* — относить (к какому-либо классу),  
отсылать  
**uncountable** [ʌn'kaʊntəbəl] *adj* — неисчисляемый

**UNIT 2****Lesson 1**

**bargain** ['bɑːgɪn] *n* — выгодная, удачная покупка  
**cash** [kæʃ] *n* — наличные деньги  
**pay in cash** — платить наличными деньгами  
**cheque** [tʃek] — банковский чек  
**pay by cheque** — расплачиваться банковским чеком  
**credit card** ['kredɪt kɑːd] *n* — кредитная карта  
**pay by credit card** — платить с помощью кредитной карты  
**currency** ['kʌrənsi] *n* — валюта, деньги в обращении  
**discount** ['dɪskaʊnt] *n* — скидка (с цены)  
**note** [nəʊt] *n* — банкнота, купюра  
**sale** [seɪl] *n* — продажа, распродажа по сниженной цене  
**be on sale** — быть в продаже  
**be in the sales** — быть в распродаже  
**save (money)** [seɪv] *v* — экономить (деньги)

**Lessons 2–3**

**cash desk** *n* — касса  
**check** [tʃek] *v* — проверять  
**fit** [fɪt] *v* — годиться, быть впору  
**match** [mætʃ] *v* — соответствовать, подходить (под пару)  
**size** [saɪz] *n* — размер (предметов одежды), номер (перчаток, обуви)  
**suit** [suːt] *v* — подходить, идти (об одежде), быть к лицу  
**try on** *phr v* — примерять (платье)

**Lesson 4**

**doubt** [daʊt] *v* — сомневаться, быть неуверенным  
**jewellery** ['dʒuːəlɪ] **box** — шкатулка для драгоценностей  
**sewing needle** ['səʊɪŋ 'niːdl] — швейная иглолка  
**suggestion** [sə'dʒestʃən] *n* — предложение, рекомендация

**Lesson 5**

**ad** [æd] *n* — рекламное объявление  
**advert** ['ædvɜːt] *n* — реклама, рекламное объявление  
**advertise** ['ædvətəɪz] *v* — рекламировать, создавать рекламу  
**advertisement** [əd'vɜːtɪsmənt] *n* — рекламное объявление, реклама  
**annoying** [ə'noɪɪŋ] *adj* — досадный, раздражающий, надоедливый  
**commercial** [kə'mɜːʃəl] *n* — рекламное объявление на телевидении  
**encourage** [ɪn'kʌrɪdʒ] *v* — подстрекать, заставлять  
**get entertained** [ˌentə'teɪnd] — развлекаться

**go down** (e.g. prices) *phr v* — понижаться (о ценах)  
**repetitive** [rɪ'petɪtɪv] *adj* — скучный, без конца повторяющийся  
**selective** [sr'lektɪv] *adj* — разборчивый  
**stick** [stɪk] **in sb's head** — врезаться в память

**UNIT 3****Lessons 1–2**

**ambitious** [æm'bɪʃəs] *adj* — честолюбивый, стремящийся к успеху  
**careful** ['keəfəl] *adj* — внимательный, старательный, аккуратный  
**confident** ['kɒnfɪdənt] *adj* — уверенный (в успехе)  
**enthusiastic** [ɪnθjuːzɪ'æstɪk] *adj* — увлеченный, полный энтузиазма  
**generous** ['dʒenərəs] *adj* — великодушный, щедрый  
**honest** ['ɒnɪst] *adj* — честный, правдивый  
**jealous** ['dʒeləs] *adj* — завистливый, ревнивый  
**moody** ['muːdi] *adj* — капризный, подверженный частой смене настроения  
**reasonable** ['riːzənəbəl] *adj* — разумный, логичный  
**reliable** [rɪ'laɪəbəl] *adj* — надежный, верный  
**shy** [ʃaɪ] *adj* — робкий, застенчивый

**Lesson 3**

**casual** ['kæʒuəl] *adj* — повседневный, небрежный (об одежде)  
**formal** ['fɔːməl] *adj* — официальный, торжественный (о стиле одежды для официальных случаев)  
**romantic** [rəʊ'mæntɪk] *adj* — романтический  
**sporty** ['spɔːti] *adj* — в спортивном стиле, раскованный, жизнерадостный  
**style** [stɑɪl] *n* — стиль, направление в моде

**Lesson 4**

**be on one's own** [əʊn] — оставаться наедине с самим собой  
**have an evening out** — провести вечер вне дома, пойти развлекаться  
**join in** [dʒɔɪn 'ɪn] *phr v* — присоединиться к кому-либо  
**keep sth secret** ['siːkrɪt] — хранить что-либо в тайне, под секретом  
**show-off** ['ʃəʊɒf] *n* — позер, воображала, хвастун  
**stay away from sth** *phr v* — держаться в стороне от кого-либо или чего-либо

**Lesson 5**

**a bit earlier** ['z:liə] — немного раньше  
**be busy** ['bɪzi] — быть занятым, быть при деле  
**be lazy** ['leɪzi] — лениться  
**be short of time** — иметь мало времени  
**on time** — вовремя, точно в срок  
**put sth off** *phr v* — отсрочивать, откладывать на некоторое время  
**spend (time on sth)** [spend] *v* — тратить (время на что-либо), расходовать (время на что-либо)  
**waste** [weɪst] **time** — терять время, попусту тратить время

**Lesson 6**

lately ['leɪtli] *adv* — в последнее время, недавно  
 recently ['riːsəntli] *adv* — недавно, в последнее время  
 still [stiːl] *adv* — все еще, до сих пор  
 yet [jet] *adv* — пока, еще (в вопросительном и отрицательном предложениях)

**UNIT 4****Lessons 1–2**

achieve [ə'tʃiːv] *fame* — достигнуть славы  
 become famous ['feɪməs] (*overnight*) — стать знаменитым (за одну ночь)  
 best known [ˌbest 'nəʊn] *adj* — хорошо известный, знаменитый  
 brave [breɪv] *adj* — храбрый, смелый  
 celebrity [sɪ'lebrɪti] *n* — знаменитость, известный человек  
 courageous [kə'reɪdʒəs] *adj* — бесстрашный, отважный  
 genius ['dʒiːniəs] *n* — гений, гениальная личность  
 hero ['hɪərəʊ] *n* — герой  
 make a name for yourself / make one's name as — заявить о себе  
 prodigy ['prɒdɪdʒi] *n* — чудо, необыкновенно одаренный человек (особенно ребенок)  
 star [stɑː] *n* — звезда, выдающаяся личность, ведущий актер  
 superstar ['suːpəstɑː] *n* — звезда первой величины, светило (о человеке)  
 well-known [ˌwel 'nəʊn] *adj* — известный, популярный  
 win fame as — добиться известности, завоевать славу  
 world-famous *adj* — всемирно известный

**Lesson 3**

achieve [ə'tʃiːv] *v* — достигать, добиваться  
 deed [diːd] *n* — поступок, подвиг  
 extraordinary [ɪk'strɔːdnəri] *adj* — необычайный, выдающийся, замечательный  
 give up [ˌgɪv 'ʌp] *phr v* — сдаваться, отступить  
 ordinary ['ɔːdnəri] *adj* — обыкновенный, обычный  
 overcome (*hardships*) [ˌəʊvə'kʌm] *v* — преодолеть, (трудности)  
 respect sb [rɪ'spekt] *v* — уважать, почитать кого-либо  
 set a goal [gəʊl] — поставить цель  
 set an example [ɪg'zɑːmpəl] — подавать пример  
 stand up for sth *phr v* — защищать кого-либо, заступаться за кого-либо

**Lesson 4**

measure ['meɪʒə] *v* — измерять, определять, оценивать

**Lesson 5**

entry ['entri] *n* — заявка на участие в соревновании, статья в справочнике, энциклопедии, словаре

**UNIT 5****Lesson 1**

choice [tʃɔɪs] *n* — выбор, альтернатива  
 decision [dɪ'sɪʒən] *n* — решение

description [dɪ'skrɪpʃən] *n* — описание  
 exploration [ˌeksplə'reɪʃən] *n* — исследование, научное изыскание  
 imagination [ɪˌmædʒɪ'neɪʃən] *n* — воображение, творческая фантазия  
 invention [ɪn'venʃən] *n* — изобретение, открытие

**Lesson 2**

dominant [ˈdɒmɪnənt] *adj* — доминирующий, преобладающий

**Lesson 6**

come up with *phr v* — предложить, придумать (обычно про какую-либо идею)  
 cope (with sth) [kəʊp] *v* — справляться (с чем-либо)  
 increase [ɪn'kriːs] *v* — увеличивать, повышать  
 reduce [rɪ'duːs] *v* — уменьшать, снижать  
 result in [rɪ'zʌlt 'ɪn] *phr v* — приводить к чему-либо, иметь результатом

**UNIT 6****Lessons 2–3**

(be) disturbed [dɪ'stɜːbd] *adj* — быть обеспокоенным, встревоженным  
 close neighbours ['neɪbəz] — близкие соседи  
 easy to reach [riːtʃ] — легкодоступный (о месте)  
 look the same [seɪm] — выглядеть одинаково  
 make sth a bit different [ˈdɪfərənt] — сделать что-либо немного другим  
 make sth cosy ['kəʊzi] — сделать что-либо уютным, удобным  
 modern ['mɒdn] *adj* — современный, новый  
 nice for sb — приятный, удобный для кого-либо  
 quiet ['kwaɪət] *adj* — тихий, мирный

**Lesson 4**

above [ə'boʊv] *prep* — над чем-либо, сверху  
 among [ə'mʌŋ] *prep* — посреди, между  
 below [bɪ'ləʊ] *prep* — под чем-либо, внизу  
 beside [br'saɪd] *prep* — рядом, около  
 by [baɪ] *prep* — около, у чего-либо  
 inside [ɪn'saɪd] *prep* — внутри  
 in the middle of ['mɪdl] *prep* — посередине  
 on top of *prep* — сверху, поверх чего-либо

**Lesson 5**

(keep smth) to hand [hænd] — держать под рукой, вблизи  
 cluttered up ['klʌtəd 'ʌp] *adj* — загроможденный, приведенный в беспорядок  
 concentrate (on) ['kɒnsəntreɪt] *v* — сосредотачиваться (на чем-либо)  
 disturb [dɪ'stɜːb] *v* — тревожить, беспокоить, мешать  
 focus (on) ['fəʊkəs] *v* — сосредоточить внимание, сфокусироваться на чем-либо  
 lighting ['laɪtɪŋ] *n* — освещение  
 messy ['mesi] *adj* — беспорядочный, грязный  
 shared [ʃeəd] *space* — совместно используемое пространство, общее рабочее место

**tidy** ['taɪdi] *adj* — опрятный, аккуратный, чистый  
**untidy** [ʌn'taɪdi] *adj* — неопрятный, неряшливый  
**well-lit** [ˌwel 'li:t] *adj* — хорошо освещенный  
**well-organised** [ˌwel 'ɔ:gənaɪzd] *adj* — хорошо организованный, хорошо устроенный

**Lesson 6**

**fancy** ['fænsi] *adj* — причудливый, фантастический  
**framed** [freɪmd] *adj* — заключенный в рамку  
**violet** ['vaɪələɪt] *adj* — фиолетовый или лиловый цвет

**UNIT 7****Lesson 1**

**be served** [sɜ:vɪd] — быть поданным к столу  
**come true** ['tru:] — сбываться, осуществляться (о пожеланиях)  
**congratulate (on)** [kən'grætʃəleɪt] *v* — поздравлять с чем-либо  
**fly a flag** — поднимать флаг (в честь кого-либо)  
**for good luck** — на счастье, на удачу  
**receive (a gift)** [rɪ'si:v] — получить (подарок)  
**show respect** [rɪ'spekt] — оказывать уважение, почёт  
**wish sb sth** — желать кому-либо что-либо

**Lessons 2–3**

**acceptable** [ək'septəbəl] *adj* — приемлемый, допустимый  
**at ease** [i:z] — непринужденный, спокойный  
**concerned (about)** [kən'sɜ:nd] *adj* — озабоченный, обеспокоенный (чем-либо)  
**emergency** [ɪ'mɜ:dʒənsi] *n* — экстренный случай, чрезвычайное происшествие  
**run late** — опаздывать  
**silly chats** — пустая болтовня

**Lesson 4**

**be about to do sth** — намереваться, собираться сделать что-либо  
**be on the point of doing sth** — собираться сделать что-либо немедленно  
**be going to do sth** — собираться, намереваться сделать что-либо

**Lesson 5**

**be kind to sb** — хорошо относиться к кому-либо, быть добрым с кем-либо  
**ignore** [ɪg'nɔ:] *v* — не замечать, пренебрегать  
**keep sth to oneself** — держать что-либо в себе, умалчивать  
**laugh (at)** [lɑ:f] *v* — высмеивать, смеяться (над)  
**recognise** ['rekəɡnaɪz] *v* — узнавать (при встрече)  
**repeat** [rɪ'pi:t] *v* — повторять  
**shout out a remark** [ʃaʊt aʊt ə rɪ'mɑ:k] — громко окликать, делать замечание  
**smile (at)** [smaɪl] *v* — улыбаться (кому-либо)

**Lesson 6**

**be guilty** ['ɡɪlti] *of sth / doing sth* — быть виновным в чем-либо

**be supposed** [sə'pəʊzd] *to do sth* — предполагается, что что-то делается  
**get away with sth** *phr v* — безнаказанно совершить что-либо запрещенное, сходить с рук  
**suffer (in silence)** ['sʌfə] *v* — страдать, терпеть (молча)  
**work out** *phr v* — с трудом добиться, выработать (решение)

**UNIT 8****Lessons 1–2**

**suggest** [sə'dʒest] *doing sth* — предлагать сделать что-либо

**Lesson 4**

**case** [keɪs] *n* — судебное дело, случай  
**crime** [kraɪm] *n* — преступление  
**commit** [kə'mɪt] *a crime* — совершить преступление  
**crime scene** [sɪ:n] — место преступления  
**criminal** ['krɪmɪnəl] *n* — преступник  
**evidence** ['eɪvɪdəns] *n* — сведения, фактические данные, улики  
**examine** [ɪg'zæmɪn] *v* — изучать, осматривать  
**find out** [faɪnd 'aʊt] *phr v* — выяснить, разведать, разузнать  
**investigate** [ɪn'vestɪgeɪt] *v* — расследовать, получать сведения (о ком-либо, чем-либо)  
**suspect** [sə'spekt] *v* — подозревать, сомневаться в истинности  
**suspect** ['sʌspækt] *n* — подозреваемый или подозрительный человек  
**witness** ['wɪtnɪs] *n* — свидетель, очевидец

**Lesson 5**

**flowerbed** ['flaʊəbed] *n* — цветочная клумба  
**merry-go-round** ['merɪ ɡəʊ ,raʊnd] *n* — карусель  
**path** [pɑ:θ] *n* — тропинка, дорожка  
**pavilion** [pə'vɪljən] *n* — павильон, беседка  
**perpendicular** [ˌpɜ:pən'dɪkjʊlə] *adj* — перпендикулярный  
**railway** ['reɪlweɪ] *n* — железнодорожные пути  
**sneak** [sni:k] *v* — красться, делать что-либо тайком  
**stream** [stri:m] *n* — ручей  
**suffer (from)** ['sʌfə] *v* — страдать от (болезни)  
**tiptoe** ['tɪptəʊ] *v* — идти на цыпочках, красться

**UNIT 9****Lesson 1**

**afterwards** [ˈɑ:ftəwədz] *adv* — впоследствии, потом, позже  
**at the same time** — в то же самое время, в тот же момент  
**at this stage** [steɪdʒ] — на данной стадии, на данном этапе  
**cloud** [klaʊd] *n* — облако

**evaporate** [ɪ'væpəreɪt] *v* — испаряться, превращаться в пар  
**flow** [fləʊ] *v* — течь  
**hail** [heɪl] *n* — град  
**melt** [melt] *v* — таять  
**turn** [tɜ:n] *into phr v* — превращаться

### Lesson 2

**contain** [kən'teɪn] *v* — содержать, вмещать  
**farming** ['fɑ:mɪŋ] *n* — земледелие, ведение фермерского хозяйства  
**fraction** ['frækʃən] *n* — дробь (число)  
**fresh water** [frɛʃ 'wɔ:tə] — пресная вода  
**further** (e.g. information) ['fɜ:ðə] *adj* — дополнительный, дальнейший  
**gather** ['gæðə] *v* — собирать, снимать урожай  
**global** ['gləʊbəl] *adj* — всеобщий, глобальный  
**piece of information** [pi:s əv ,ɪnfə'meɪʃən] — сообщение, небольшое количество информации  
**provide with** [prə'vaɪd wɪð] *phr v* — снабжать, обеспечивать чем-либо  
**reservoir** ['rezəvwa:] *n* — водоем, водохранилище  
**resources** ['rɪzɔ:sɪz] *n* — ресурсы (природные), запасы  
**restriction** [rɪ'strɪkʃən] *n* — ограничение  
**relevant** ['relɪvənt] *adj* — уместный, соответственный  
**satisfy** ['sætɪsfai] **the needs (of sb)** — удовлетворять (чьи-либо) нужды  
**search (for)** [sɜ:tʃ] *phr v* — искать (что-либо)  
**total** ['təʊtl] *adj* — совокупный, общий, целый  
**transportation** [,træns'pɔ:teɪʃən] *n* — перевозка, транспортирование  
**without a health risk** — без вреда для здоровья

### Lessons 3–4

**aquarium** [ə'kwɛəriəm] *n* — аквариум  
**bizarre** [brɪ'zɑ:] *adj* — странный, причудливый  
**brehtaking** ['breθ,tɛɪkɪŋ] *adj* — поразительный, захватывающий  
**breeding programme** ['brɪ:dɪŋ 'prəʊgræm] — программа разведения (животных)  
**camouflaged** ['kæməflɑ:ʒ] *adj* — замаскированный  
**coral** ['kɔ:rəl] **reef** — коралловый риф  
**empty** ['empti] *adj* — пустой, необитаемый  
**marine** [mə'ri:n] *adj* — морской  
**on the border** ['bɔ:də] — на границе  
**reveal** [rɪ'vi:l] *v* — раскрывать, показывать  
**seahorse** ['si:hɔ:s] *n* — морской конек  
**separate** ['sepəreɪt] *v* — отделять  
**shark** [ʃɑ:k] *n* — акула  
**underwater** [,ʌndə'wɔ:tə] *adj* — подводный  
**unique** [ju:'ni:k] *adj* — уникальный, единственный в своем роде

### Lesson 5

**carry away** ['kæri ə'weɪ] *phr v* — уносить, смывать (наводнением)  
**cause** [kɔ:z] *v* — быть причиной  
**death** [deθ] *n* — смерть  
**disaster** [dɪ'zɑ:stə] *n* — бедствие, катастрофа

**disastrous** [dɪ'zɑ:stɹəs] *adj* — гибельный, катастрофический  
**drown** [draʊn] *v* — тонуть  
**firm construction** [kən'strɪkʃən] — прочное строение  
**flood** [flʌd] *n* — наводнение  
**level** ['levəl] *n* — уровень (моря)  
**light** [laɪt] *adj* — облеженный, непрочный (о конструкции)  
**protect** [prə'tekt] *v* — защищать, предохранять  
**raft** [rɑ:ft] *n* — плот  
**severe** [sɪ'viə] *adj* — жестокий, сильный (о шторме)  
**survive** [sə'vaɪv] *v* — выжить, уцелеть  
**tame** [teɪm] *v* — укрощать (о стихии)  
**tear out** [tɪə 'aʊt] *v* — вырывать с корнем, выдирать  
**tie** [taɪ] *v* — привязывать

### Lesson 6

**alarm** [ə'lɑ:m] *n* — сигнал тревоги  
**collide** [kə'lɑɪd] *v* — сталкиваться  
**exhausted** [ɪg'zɔ:stɪd] *adj* — измученный, изнуренный  
**record-breaking (race)** ['rekɔ:d ,breɪkɪŋ] *adj* — рекордная (гонка)  
**fascinate** ['fæsɪneɪt] *v* — зачаровывать, приводить в восхищение  
**limit** ['lɪmɪt] *n* — предел  
**single-handed** [,sɪŋgəl 'hændɪd] *adj* — без посторонней помощи  
**test** [test] *v* — испытывать  
**unconscious** [ʌn'kɔnʃəs] *adj* — находящийся без сознания  
**voyage** ['vɔɪɪʃ] *n* — морское путешествие

## UNIT 10

### Lessons 1–2

**dream** [dri:m] *n* — сон, мечта  
**dream of / about** *v* — мечтать, грезить, видеть сны  
**face sth** [feɪs] *v* — сталкиваться (с трудностями), встречать смело  
**get / have a chance of doing sth / to do sth** — иметь / получить шанс сделать что-либо  
**obstacle** ['ɒbstəkəl] *n* — препятствие, помеха

### Lesson 3

**daydream** ['deɪdri:m] *v* — мечтать, грезить

### Lesson 4

**fail (to do sth)** [feɪl] *v* — терпеть неудачу, быть не в состоянии (сделать что-либо)  
**gain sth** [geɪn] *v* — получать что-либо, достигать чего-либо  
**have pride** [praɪd] — иметь гордость, чувство собственного достоинства  
**have self-confidence** [,self 'kɔnfɪdəns] — иметь уверенность в себе  
**hurt** [hɜ:t] **one's pride** — ранить чье-либо чувство собственного достоинства  
**regret sth** [rɪ'gret] *v* — сожалеть о чем-либо



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