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ENGLISH 10

“Англійська мова
(10-й рік навчання,
рівень стандарту)”

підручник для
10 класу
закладів загальної
середньої освіти

УДК

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UNIT 1

ALL ABOUT US

VERBS

Stare
Distinguish
Rebel
Consume
Accustom
Addict
Impact
Obses



ADJECTIVES

Falcon
Miserable
Obscure
Tense
Chic
Frumpy
Messy
Vain
Outdated
Scruffy



NOUNS

Race
Genealogy
Glance
Temper
Affinity
Mentality
Counterculture
Challenge
Flashlight
Stamina
Mod
Pantyhose
Purse
Slipper
Waistcoat



PHRASAL VERBS/ IDIOMS

Take up
Take after
Take in
Take off
Take to
Dress up/down
Throw on
Put on
Try on
Take on/off
Go with
Get into





FANTASTIC EXPERIENCES

WARM UP

1. Answer the following questions.

- 1) Do you think your life has been interesting? Why/not?
- 2) Have you ever thought your life is boring? Why/not?
- 3) Have you always followed your dreams? Why/not?



VOCABULARY

2. Match the parts of the phrases. Tell which of these you have and haven't done.

For example: I've been on a rollercoaster ... /I haven't been...

8 THINGS TO DO WHEN YOU ARE YOUNG

- | | |
|----------|-----------------------------|
| 1) go | to a famous person. |
| 2) get | a poem. |
| 3) sing | home after midnight. |
| 4) eat | a prize in a competition. |
| 5) win | someone a Valentine's card. |
| 6) write | a song in public. |
| 7) speak | snails. |
| 8) send | on a rollercoaster |

3. Tell your classmates what was your best and worst experience in summer? Have you done anything of those shown in the pictures below?



4. Think of a place you really like. It must be a place that you know well and where you have been several times. Then complete these sentences. Share your results with your friend and let him try to guess what place you are talking about.

- 1) I've known this place for/since _____.
- 2) I've been there _____ times.
- 3) I've never _____ in this place.
- 4) I've always liked this place but _____.
- 5) I've impressed by _____.
- 6) My best memory about it was _____.
- 7) I would like to _____.

ALL ABOUT US

LISTENING

5. Listen to the extract from a radio show interview with a very famous but slightly odd traveller and news reporter. She has experienced lots of interesting things in her life and visited loads of places. After listening indicate which statements about Julie's life experiences are true (T) and which are false (F).

- _____ 1) She has flown over the Rockies in a hot air balloon.
- _____ 2) She has travelled by train.
- _____ 3) She has been to Mars.
- _____ 4) She has ridden a camel.
- _____ 5) She has eaten alligator burgers.
- _____ 6) She has never been to Japan.
- _____ 7) She has climbed Mount Everest.
- _____ 8) She has been to the Sahara Desert twice.
- _____ 9) She has jumped from the Eiffel Tower.
- _____ 10) She has tried poisoned meal.



6. Answer the following questions about the interview with Julie in complete sentences.

- 1) How many times has Julie travelled around the world?
- 2) Which animals has she ridden?
- 3) What's the most interesting place she's ever been to?
- 4) Which mountain has she climbed twice?
- 5) Which famous cities has she visited?
- 6) What's the strangest food she has ever tried?
- 7) What unusual food has she eaten?
- 8) What's one place she has never been to?
- 9) How many different ways has she travelled?

7. How do you think, what was the strangest experience by Julie Ventura? Which of these you would never agree to do in your life? Which one would you like to try? What was the most dangerous experience in your life?



READING

8. Read the text about studying abroad and match the words or phrases to their synonyms in italics in the text.

- | | |
|---------------|--------------------|
| 1) CV | 7) open |
| 2) understand | 8) feeling anxiety |
| 3) debt | 9) separate |
| 4) welcome | 10) abroad |
| 5) raise | 11) genuineness |
| 6) variety | |



IT WAS THE BEST EXPERIENCE OF MY LIFE

Molly Przybysz spent a semester studying in Australia and tells how learning with other students from around the globe changed her view of the world.

Chris Triumph spent three weeks last summer studying in Denmark. He faced his fears, gained confidence and grew as a person, he says.

Chris went for three weeks, Molly for three months, but both students say their study abroad experiences changed their lives.

Molly Przybysz: "I can't imagine not having done this. I studied at the International College of Management in Sydney in the spring of 2011, taking classes in *hospitality* and event management, consumer behaviour, and marketing. I've learned to be more tolerant. I've learned to relax and enjoy what's going on around me. Between studies, I've learned how to surf. I ate kangaroo and snorkelled the Great Barrier Reef.

Study abroad gives students opportunities to take courses that don't exist on campus, such as marine biology in Australia. And for foreign language students, living the language 24-7 is the best way to learn. Students return changed — for the better. Usually it's the longest time you spend away from home. You have to be more independent, *figure things out*. You really learn about yourself".

Chris Triumph: "Three weeks seem like a short amount of time, but it was enough to explore the culture, *get out of my shell* a little bit. You have no idea where things are, you're in an environment you're not used to — it has *boosted* my confidence."

Some say: "After I graduate, then I can travel." But saying so they don't realize all the skills they will acquire. In this competitive job market, study abroad is impressive on *a resume*. It tells the employers you're adventurous and you're curious. It *sets* you *apart*. With the *diversity* of the U.S., to be able to deal with different cultures — these are things that employers value. I'll be applying to medical schools soon and I think it will boost my chances.

"It has been the best experience in my life," he says. "It makes you grow up faster, makes you realize what's important in life. Here, you can get financial help, and you have the Study Abroad office to help you with everything. And it's a prime stage of your life when you're developing your sense of self, your *identity*. Things you had fears about — this helps you face them."

9. Choose the best answer to fill in the blank.

- 1) Molly Przybysz _____ a semester studying in Australia.
a) *have spent* b) *did spend* c) *has spent*
- 2) She has changed and become more _____.
a) *weakness* b) *patient* c) *brave*
- 3) You _____ your sense and individuality by studying abroad.
a) *create* b) *are developing* c) *have developed*
- 4) Study abroad _____ the culture of the country a little bit .
a) *explores* b) *has explored* c) *discovers*
- 5) Your CV tells that you are more _____ unlike any of the others.
a) *impressive* b) *adventurous* c) *competitive*
- 6) Abroad Chris Triumph has faced his _____ and grown as a person.
a) *faith* b) *joy* c) *fear*

10. Take notes of the relevant information in the stories. Make and answer the questions.

Who? _____
 What? _____
 When? _____
 Where? _____
 Has learned? _____

ALL ABOUT US

GRAMMAR

REMEMBER!

Gone to means that you've traveled to some place and haven't returned yet.

Been to means that you've traveled to some place and have already returned.

NOTE!

We use the **Present Perfect** to talk about experiences that happened at any time in the past. We don't have to use a time expression to say when the event happened.

Ex.: My friend has won a prize.

11. Match the sentences (1-6) with the responses (a-f).

- | | |
|---------------------------------|--|
| 1) Your sister's very tan. | a) Yes, he's been there three times. |
| 2) Where's your sister? | b) She's been to Majorca on holiday. |
| 3) Aren't your parents at home? | c) No, they've gone shopping. |
| 4) Have we got any milk? | d) Yes, he's gone there for the weekend. |
| 5) Does Paul know London well? | e) Yes, mum and dad have been shopping. |
| 6) Is Paul in London? | f) She's gone to Majorca with her friends. |

NOTE!

We use the Present Perfect to give the new information.

But if we continue to talk about it, we normally use the Past Simple:

Ex.: - My friend has won another prize. - Ow! How did she do that? - She tried really hard.

Then, if we want to talk about things that happened before these events, we use the Past Perfect: *Ex.: Before that she had never managed to win!*

12. Put the words in the brackets into the correct tense.

Dear Sue,

You won't believe it, but I am in New York with my class. I am having the time of my life. We 1)____(see) so many great things, I don't know where to start. We 2)____(take) a boat trip around Manhattan, we 3)____(be) on top of the Empire State Building and we 4)____(eat) dinner in Chinatown. We 5)____(be) even to a gospel service in Harlem. Awesome! Last night we 6)____(be) on Times Square and lost 3 of our class. The teacher 7)____(stay) as cool as a cucumber - and she was right. The 3 guys 8)____(turn up) at the hotel an hour later. They had been so busy looking up at the lights that they had not seen us walk down to the subway.

See you soon.

Maria

SPEAKING

13. Work in pairs. Write questions using the prompts. Take turns asking and answering your questions in pairs.

...see an elephant?

...swim in an ocean?

...break an arm or a leg?

...ride on a Ferris wheel?

...win money in the lottery?

...read a book in English?

...be on television?

...lose your wallet or ID?

...swallow a fly?

...drive a race car?

NOTE!

In questions, we often use **ever**, which means at any time in your life. We put **ever** just before the past participle.

Ex.: Has this ever happened before?

14. Look at the table and make a story about one of the people and their vacation.

+	-
1) Hi mom, I'm calling you from New York City!	
<ul style="list-style-type: none"> — visit the Statue of Liberty — watch a Yankees baseball game — see many strange people — practice my English 	<ul style="list-style-type: none"> — buy some souvenirs — walk up the Empire State Building
2) Dear Murray, I am writing you this postcard from Canada!	
<ul style="list-style-type: none"> — see a bear — ride a horse — catch many fish 	<ul style="list-style-type: none"> — swim in Lake Ontario — climb a mountain — camp in the National Park
3) Hello, Dad! I'm phoning from Hawaii.	
<ul style="list-style-type: none"> — watch the volcano smoking — go scuba diving — swim with a dolphin 	<ul style="list-style-type: none"> — try surfing in the waves — learn how to paddle a canoe — drive a boat
4) Hi Lucy, I'm texting you from Rome!	
<ul style="list-style-type: none"> — visit the Coliseum — drink some red wine — practice my Spanish — go to the Vatican Museum 	<ul style="list-style-type: none"> — watch a bull fight — eat a lot of pasta

15. Talk about your previous vacation. Remember something that was:

exciting/romantic/horrible/creative/frightening/unusual

16. Now talk about your dream vacation in such places as London, Tokyo, Bombay, Jamaica.



WRITING

16. Write a paragraph about your travel experiences. Use the following tips.

- 1) In your first sentences, describe your travel experience in general.
 - 2) In the rest of the paragraph, describe one or more trips in particular.
- Use the questions below to help you write your paragraph:
- How many countries or cities have you visited?
 - Have you visited any places more than once?
 - Where did you go on a recent trip?
 - Think of places you haven't visited. Which ones would you like to visit?



ALL ABOUT US

APPEARANCE AND LOOK

First impressions are half the battle.

Proverb

WARM UP

1. Read the proverb and try to explain it.

- What influences the first impressions of the person?
- Have you ever changed your first impression?

READING

2. Read the text and underline the words for appearance description. Use the pictures for the description of children. Some traits you can guess based on the info about their parents.



Michael Douglas is a famous and popular American actor. He is about sixty years old. He is a slim person and he is athletic and of an average height. He has got light brown eyes and short fair hair. His wife is a very beautiful British actress who is named Catherine Zeta-Jones; she has got green eyes and long straight black hair. She is slim and tall. They have a similar style in clothing. The famous actors usually wear blue jeans and shirts in bright colours like yellow or blue.

Zeta-Jones met the actor Michael Douglas, with whom she shares a birthday and who is 25 years her senior, at the Deauville Film Festival in France in August 1998, after being introduced by Denny DeVito. They were married at the Plaza

Hotel in New York on 18 November 2000.

They have got two children, son Dylan Michael (born August 8, 2000) and daughter Carys Zeta (born April 20, 2003). They all live in the United States of America.

3. Fill in the table using the info from the text and pictures.

	<i>Michael</i>	<i>Catherine</i>	<i>Son</i>	<i>Daughter</i>
<i>Age</i>				
<i>Hair</i>				
<i>Eyes</i>				
<i>Height</i>				
<i>Weight</i>				
<i>Clothes</i>				

VOCABULARY

4. Basic types of adjectives and the correct order of their use.

Number	Opinion	Size	Age	Shape	Colour	Origin	Material	Purpose	Noun
two	pretty	small	young	round	white	British	cotton	wedding	dress

For example: She is a beautiful, tall, thin, young, black-haired, Scottish woman.



5. Put the adjectives in the correct order.

- 1) French/nice/old/teacher.
- 2) cotton/pretty/yellow/dress.
- 3) black/leather/smart/jacket/Italian.
- 4) Australian/young/thin/two/girl.
- 5) man/fat/friendly/young.
- 6) green-eyed/attractive/black-haired/girl.

6. Fill in the adjectives in the correct order.

The main character in this ____ (new/exciting) story is a ____ woman (French/small/beautiful) with ____ (blonde/shiny/long) hair. She rides a ____ (big/blue/fantastic) motorbike and wears a ____ (red/smart/leather) jacket. She has an ____ (exciting/new/business) idea. She must find some ____ (American/unfriendly/old) scientists. They have invented a ____ (new/tiny) gadget that can control what people say and do. Can she find them and destroy their ____ (dangerous/little) device before reaching the president?

7. Study the table carefully.

Question	Answer	Meaning
<i>How</i> does he <i>look</i> ?	He <i>looks</i> happy.	asks for someone's emotion or state
<i>Who</i> does he <i>look like</i> ?	He <i>looks like</i> his mother.	asks for an answer that is the name of a specific person.
<i>What</i> does he <i>look like</i> ?	He <i>has</i> short, brown hair, green eyes and wears a leather jacket.	asks for a physical description of the person
<i>What is</i> he <i>like</i> ?	He <i>is</i> funny, quiet and smart.	asks about a man's personality



Look alike



Looks like her mother

REMEMBER!

Look like describes physical appearance.
Be like describes personality.
 When two people have similar features, we say they *look alike*.

ALL ABOUT US

8. Choose the correct answer in italics.

- 1) Ann *looks/looks like/looks alike* her mother.
- 2) All the houses in this neighbourhood *look/look like/look alike* so much that I can't tell them apart.
- 3) You *look/look like/look alike* tired. What's the matter?
- 4) They all *look/look like/look alike* to me.
- 5) She's old but she *looks/looks like/looks alike* beautiful.
- 6) Look at your hair! You *look/look like/look alike* - a punk rocker.
- 7) They *look/look like/look alike* except for the colour of their hair.
- 8) You *look/look like/look alike* so pretty in that dress!

*Looks happy*



9. Put a word "like" to the appropriate place in the sentences.

- 1) What does your sister Ann look _____?
- 2) Your mother looks a bit _____ me but she is taller and slimmer.
- 3) What is she _____?
- 4) He is an easy-going and generous person _____ my brother, Tom.
- 5) Mary looks _____ her sister.

*Be like a queen*

SPEAKING

10. Look at the table and prepare three descriptions about the following people. Remember about the correct order of adjectives.

Types of race	Caucasoid	Mongoloid	Negroid
Pictures			
Person	Charlize Theron	Jackie Chan	Morgan Freeman
Skin	Light/pale	Swarthy	Dark
Hair	Wavy	Straight and hard	Curly
Face	Round	Triangular	Long
Eyebrows	Thin	Curved	Straight
Eyes	Oval	Small	Round
Nose	Small	Short	Wide
Mouth	Round	Thin	Large
Height	178cm - Tall	174cm - Medium	188cm - Tall
Weight	55kg - Slim	62kg - Normal	85kg - Normal
Age	41	62	79
Opinion	Beautiful	Handsome	Good-looking
Special traits	no	no	Wears earrings and bread
Clothing/style	Red dress/trendy	Blue jeans, sweater/ casual	Black jeans, shirt/classical

- Someone's general appearance (face, nose, eyes, lips, hair);
- Someone's height/weight/age/nationality/special traits;
- Someone's clothes/style.

It's late in the e _____
 She's wondering what c _____ to wear.
 She puts on her m _____.
 And brushes her long b _____ hair.
 And then she asks me, "Do I l _____ all right?"
 And I say, "Yes, you look w _____ tonight."
 We go to a p _____
 And everyone turns to see
 This b _____ lady
 That's w _____ around with me.
 And then she asks me,
 "Do you f _____ all right?"
 And I say, "Yes, I feel wonderful t _____."
 I feel w _____ because I see
 The love light in your e _____.
 And the w _____ of it all
 Is that you just don't r _____
 How much I l _____ you.
 It's time to go h _____ now
 And I've got an aching head,
 So I give her the c _____ keys
 And she helps me to b _____.
 And then I tell her,
 As I turn o _____ the light,
 I say, "My d _____,
 You were w _____ tonight.
 Oh my darling,
 You were w _____ tonight."



13. Write a description of someone you know well, a friend/relative, whose appearance has changed. What did they look like before, and what do they look like now? Why and how did they change? Why did they decide to do a total makeover? Be careful with the order of adjectives. Use a picture as an example.





YOUTH INTERESTS AND LIFESTYLE

UNIT
1

WARM UP

1. Join each sentence beginning on the left with the correct sentence ending on the right to make full sentences. Then try to explain the meaning of each quote. Do you agree or disagree with them?

- | | |
|---|--|
| 1) A hobby is hard work.... | a) ... to make their free time more enjoyable. |
| 2) My only hobby is laziness, ... | b) ... so I have to fit it in wherever I can. |
| 3) A hobby is only fun if ... | c) ... you wouldn't do for a living. |
| 4) People are spending more on their hobbies | d) ... which naturally rules out all the others. |
| 5) It's something I do as a hobby, ... | e) ... you do not have time to do it. |

VOCABULARY AND SPEAKING

2. Put the words from the box into the appropriate category in the table below. Think about as many different hobbies as you can and continue to fill in the table.

cycling, sewing, painting, music, stamps, languages, walking, coins, computers, swimming, shopping, books, pottery, photography

Learning	Collecting	Creating	Physical Activities

3. What are you fond of? What do you fancy doing in your free time? What can't you stand doing and never do? What would you like to take up? Discuss with a partner.

4. Have you ever heard about any unusual pastimes? Match the hobbies to the pictures. Say whether you have heard of them. Would you like to try?

tattooing vehicles, train surfing, toy voyaging



PHRASAL VERBS

5. Match the phrasal verbs to their meanings. Then learn them.

- | | |
|----------------------|---|
| 1) <i>take up</i> | a) <i>to make a habit of something</i> |
| 2) <i>take after</i> | b) <i>to begin or start a new hobby.</i> |
| 3) <i>take in</i> | c) <i>to remove something, usually an items clothing or accessories</i> |
| 4) <i>take off</i> | d) <i>make clothes smaller</i> |
| 5) <i>take to</i> | e) <i>to have a similar character or personality to a family member</i> |

6. Complete the sentences with the correct phrasal verbs.

- My son has a short temper. The father says he _____ our mother.
- She normally _____ her shoes before lying on the bed.
- The dress was loose for me so I _____ it _____ the tailor and got it _____.
- He _____ karate at a young age and is now an expert.
- I've _____ waking up very early.
- He _____ his hat before he entered her house.
- Everybody thinks I _____ mother, but I think I look more like my father.
- She had lost weight so the dress had to be _____ more at the waist.
- She was so depressed she _____ sleep too early.
- This skirt needs _____.

GRAMMAR

7. Study the table carefully.

	VERB + -ING	TO + BASE VERB
RULE	Often we use the gerund for an action that happens before or at the same time as the action of the main verb.	Often we use the infinitive for actions that follow the action of the main verb.
EXAMPLE	1) <i>Subject + Gerund</i> <i>Ex.: Reading is my favourite hobby.</i> 2) <i>Preposition + Gerund</i> <i>Ex.: I am interested in collecting stamps.</i> 3) <i>Verb + Gerund</i> <i>Ex.: My teacher advised studying better.</i>	1) <i>Adjective + Infinitive</i> <i>Ex.: It is fun to play video games.</i> 2) <i>Noun + Infinitive</i> <i>Ex.: She asked her teacher to help them.</i> 3) <i>Verb + Infinitive</i> <i>Ex.: He wants to learn Japanese.</i>

NOTE!

Some verbs can be followed by either a gerund or an infinitive. Here are some examples: *start, begin, stop, try, forget, remember, like, love, hate* and etc.

Ex.: She likes watching movies.

Ex.: She likes to watch movies.

ALL ABOUT US

8. Fill in the correct form of the verb (infinitive or gerund).

- 1) Maria enjoys ____ (listen) to music.
- 2) We plan ____ (go) to Europe this summer.
- 3) She is interested in ____ (become) a doctor
- 4) I decided ____ (exercise) more often.
- 5) I'll never forget ____ (visit) Edinburgh.
- 6) Did I really tell you I was unhappy? I don't remember ____ (say) that.
- 7) She advised me ____ (see) a doctor as soon as possible.
- 8) ____ (Remember) to call your mother.
- 9) Please stop ____ (whisper). You're making me nervous.
- 10) I don't feel like ____ (study) English today.

9. Choose the correct words in italics.

1) Anna likes to *eat* / *eating* more than she likes *exercising* / *to exercise*. She especially loves *eating* / *to eat* chocolate but she also loves *spending* / *to spend* time with her grandchildren and wouldn't want to miss their childhood so she exercises 30 minutes every day.

2) Maria admitted not *exercising* / *to exercise* enough. She considered *enrolling* / *to enrol* in a special class but decided it was too difficult. But she was worried about her overall health and she felt like *trying* / *to try* something that would motivate her.

3) My father refuses *to exercise* / *exercising* and I am worried about him. We have discussed it many times and sometimes he promises *to do* / *doing* something.

10. You are going to hear some people talking about their hobbies. Listen and try to guess what the hobby is in each case? Which one would you like to take up?

Alice: *What are you into*, Natali?

Natali: *I really like* ____ (sew) and karate.

Alice: Karate? Isn't it by chance a kind of martial art?

Natali: Yeah, yeah, this is a Japanese martial art.

Alice: But sewing and karate are absolutely different things! Sewing is understandable. Many girls *are good at* ____ (sew). But karate! *Amazing! How long have you practised* karate?

Natali: Already 10 years. *I started* ____ (do) karate when I was studying at primary school. That's why the boys of our class were always afraid of me.

Alice: I see. That's nice, but *what about the other*?

Natali: ____ (sew) is a very relaxing activity. My grandma taught me. Besides, it's a way to save money. *I enjoy* ____ (sew) in the evenings. *I can* sew fashionable clothes like shirts or dresses for myself. *Look, I've sewed* this jacket *myself*. *Do you like it*?

Alice: It's very nice!

Natali: It's fine, even if you don't like it, you can tell the truth, I won't hit you!

**An Interesting Fact:**

A *hobby* is also a falcon (a bird) that can be trained to fly at pigeons and partridges. In the Middle Ages, a popular activity was training falcons to fly at other birds. It is believed that this is where the word hobby got its meaning.

11. Work in pairs. Make up your own dialogue using the words in italics from the dialogue above and practise it with your partner.

LISTENING

12. You are going to hear some people talking about their hobbies. Listen and try to guess what the hobby is in each case? Which one would you like to take up?

13. Listen to the recording again and choose the correct answer.

- 1) Natalie decided to take up ____ as a hobby because she has always been fascinated with old money.
a) *coin collecting* b) *sewing* c) *dancing*
- 2) _____ helps me to keep fit.
a) *playing chess* b) *cycling* c) *reading*
- 3) I developed an interest in _____ after my grandmother told me about our ancestors.
a) *gardening* b) *cooking* c) *genealogy*
- 4) My sister likes travelling and _____ became her hobby.
a) *photography* b) *hiking* c) *drawing*
- 5) Since she loves working with her hands and clay, _____ was the ideal hobby for her.
a) *photography* b) *pottery* c) *swimming*

READING

14. Read the poem "Leisure" and answer the following questions.

- 1) What is meant by the word "leisure"? What does leisure consist of? What activities does it include? How can you characterize it?
- 2) What is your idea of leisure time? What does it include? How would you characterize your leisure time?

Leisure by W.H. Davies

What is this life if full of care,
We have no time to stand and stare?
No time to see, when woods we pass,
Where squirrels hide their nuts in grass.
No time to see in broad daylight,
Streams full of stars, like skies at night.
No time to turn at Beauty's glance,
And watch her feet, how they can dance.
A poor life this is if full of care,
We have no time to stand and star.



15. What is the main idea of the poem?

- 1) People are very busy.
- 2) People never notice what is going around.
- 3) People don't like to be at leisure.

16. Learn the poem by heart or translate it in rhyme, you choose.



ALL ABOUT US

TEENS FASHION

"Style is a way to say who you are without having to speak."
Rachel Zoe

WARM UP

1. Read the quote and comment on it. Answer the following questions.

- How do the clothes we wear reflect our personality?
- Do fashionable clothes really change the way a person looks?
- What kind of clothes are in fashion now?
- What kind of clothes do you usually wear?

VOCABULARY

2. Put each word into the suitable column.

dress, slippers, necklace, headscarf, skirt, shorts, suit, T-shirt, underpants, bow tie, shirt, jacket, overcoat, pants (US), waistcoat (UK), bra, tights (UK), pantyhose (US), tie, bracelet, trainers (UK), sneakers (US), boots, sandals, belt, earrings, hat, handbag, purse, boxer shorts, vest (UK), trousers (UK), coat, raincoat, undershirt, vest (US), top, blouse

Womenswear	Menswear	Outerwear	Underwear	Footwear	Accessories

3. Match the clothing adjectives with their opposites.

- | | |
|-------------|------------------|
| 1) casual | a) chic |
| 2) stylish | b) old-fashioned |
| 3) outdated | c) non-branded |
| 4) messy | d) formal |
| 5) trendy | e) fashionable |
| 6) vintage | f) scruffy |
| 7) neat | g) frumpy |
| 8) designer | h) mod |



4. Complete the sentences with suitable clothing words from above.

- Daniel likes spending money on ____ clothes like Armani jeans.
- Tom wears _____. All the other kids want to look like him.
- Ann doesn't spend a lot of money on clothes. She's happy to wear _____ clothes.
- Mark hardly ever irons or washes his clothes. He always looks very _____.
- They were surprised with her beauty and her _____ dress.
- My brother has to wear _____ clothes at school.
- My elder sister likes to wear old and _____ jeans.
- Though she did not wear expensive clothes, she was dressed in a _____ and tidy dress.

CLOTH VS. CLOTHES

CLOTH
=> material, fabric. Plural of cloth is cloths.

Ex.: Cloth is most often dyed, with fabrics available in every colour.

CLOTHES

=> things you wear. Plural of clothes is clothes.

Ex.: She likes to wear smart clothes.

PHRASAL VERBS

5. Match the phrasal verbs with their definitions. Then learn them.

- | | |
|----------------------|---|
| 1) dress up | a) remove an item of clothing. |
| 2) dress down | b) coordinate with another item. |
| 3) throw on | c) fit your body in an item of clothing. |
| 4) put on | d) wear clothes that are more informal. |
| 5) try on | e) put on an item of clothing quickly and without thought. |
| 6) take off | f) dress yourself or someone else with an item or items of clothing. |
| 7) go with | g) put on an item of clothing to find out whether it fits or is suitable. |
| 8) get into | h) put on your best clothes or fancy dress for a party or children's games. |

6. Complete the text with suitable phrasal verbs.

Every day I try to dress for the occasion. If I'm going to visit friends, I can dress casually. I wear jeans, and I might 1) ___ a T-shirt. In the case of a date, I must wear a nice dress, but nothing too formal. In the past, I made it a habit to 2) ___ for work in a suit and a tie because it was important to give a good impression, but more people are 3) ___ in the workplace, and this is more accepted now. When I exercise, I may wear shorts and a shirt, and I 4) ___ comfortable shoes. Overall, I think new fashions are replacing traditional ones, but I also think we can preserve typical traditional clothing. It's a part of our culture and heritage.

GRAMMAR

7. Modal verbs for expressing present probability: *may, might, can, could, must*

Modal	Use	Example
can	to make requests or suggestions	<i>I can wear skinny jeans and red shirts.</i>
could	to express possibility	<i>I could wear a black dress.</i>
may	to suggest something that is possible	<i>I may not like modern fashion.</i>
might	to suggest a smaller possibility than may does	<i>She might buy her clothes second-hand (or might not).</i>
must	to express something formally required or necessary	<i>She must spend a fortune on clothes</i>

8. Choose the right word for each blank.

- 1) She *can/could/may/might/must* have practiced a lot. Her performance was amazing.
- 2) I can't find my watch anywhere. I *can/could/may/might/must* have lost it.
- 3) Professor, *can/could/may/might/must* I ask a question?
- 4) *Can/ could/may/might/must* you please lower your voice?
- 5) You *can/could/may/might/must* be kidding! How is that possible?
- 6) I *can/could/may/might/must* speak both English and Chinese fluently.

9. Match the situations with the comments.

- 1) A man is wearing designer clothes.
 - a) *He must be rich.*
 - b) *He cannot be rich.*
- 2) A boy is buying a jacket in a second-hand clothes shop.
 - a) *He may have enough money to buy new clothes.*
 - b) *He can have enough money to buy new clothes.*

ALL ABOUT US

3) A woman is standing behind a mirror in the clothes shop.

a) *She could be working here.*

b) *She could work here.*

4) My mother is going to the theatre.

a) *She must wear a beautiful dress.*

b) *She can wear blue jeans and a black jacket.*

10. Read the dialogue and underline the modal verbs. Explain their meanings in each sentence.

Janet has been invited to a fancy dress party, so she needs to buy a party costume. She wants to invite her friend to go shopping with her.



Janet: Are you busy next Saturday?

Ann: No, can I help you?

Janet: I must get a costume for a fancy dress party, and I really don't know what to get. Could you come shopping with me?

Ann: Sure I like shopping. Who is organizing the party?

Janet: One of the girls in my class.

Ann: What's the occasion?

Janet: There is no special occasion. She just likes to organize parties from time to time. This time it is a country theme. I cannot wear casual or classic clothes.

Ann: That's easy, how about a cowgirl? Oh I know even better, a Canadian Mountie.

Janet: Well where might I get that sort of costume?

Ann: Leave it to me. I know exactly where to find it.

Janet: Oh good. We must buy the most fashionable costume

Ann: Excellent, come over at ten o'clock and we may start at the shopping centre, the one around the corner from my house. They have just the shop we need. If we don't find anything that you like, we may go to another shop 500m from that shopping centre.

Janet: Agreed!

11. Work in pairs. Use the following cues and *must/may/might/could* to make mini-dialogues.

A facts

B suggestions

For example: A: Maria likes shopping very much.

B: She must have a lot of clothes.

- 1) Maria – like shopping
- 2) Maria – look smart
- 3) Mark – be dressed in black today
- 4) Sally – wear a raincoat
- 5) Matt – put on sports boots
- 6) Ann – always busy at weekends
- 7) Ken – wear a formal suit

- a) a lot of clothes.
- b) going to a party.
- c) in a bad mood.
- d) rain.
- e) playing football.
- f) have an interesting life.
- g) have an important meeting.

SPEAKING

12. Do you wear a school uniform to your classes? Look at the picture and describe the school uniform style of pupils at Cottingham School in England.

For example: Pupils of Cottingham School have a stylish school uniform.

Boys wear... Girls wear...



13. Answer the following questions.

- 1) Do you like your school uniform? Why/not?
- 2) Describe an ideal school uniform style for you?
- 3) Do you prefer wearing smart or casual clothes?
- 4) Do you purchase clothes that are fashionable or comfortable?
- 5) How often do you go shopping for clothes? Where? Do you enjoy it?
- 6) Do you like to stand out in a crowd?
- 7) What colours do you prefer in your clothes? Why?
- 8) Do you throw away your old clothes or recycle them or keep them because they might come back in fashion?
- 9) What are some of the strangest fashions you have seen?
- 10) What's the strangest thing you've ever worn?

LISTENING

14. Listen to the magazine article about fashion and fill in the missing words.

Have you ever thought 1) _____ fashion is? People tell us what clothes to wear. 2) _____. Fashion stores tell us what is "in" this summer or this winter. People then buy the same clothes 3) _____ everyone else because they want 4) _____. The thing is, fashion is about being an individual, but then we all wear clothes that are 5) _____ everyone else's! Keeping up with fashion is expensive these days. Everyone 6) _____ fashion. Have you seen how much the most fashionable sneakers are? How can kids 7) _____? The craziest fashion is the 8) _____. People 9) _____ salary, or more, on a handbag or watch. That's crazy. I'm happy with an unknown brand at 10) _____. I don't mind being unfashionable.

WRITING

15. Imagine that you a columnist of "Teens Fashion" magazine and you have an advice column there. Use *must/may/might/could/can* to write some cues about how to dress for the occasion.

- Fancy dress party;
- Fitness club;
- Birthday party;
- Going for a walk with a dog;
- Go to school;
- Wedding of an elder sister/brother.



FAMILY MATTERS

WARM UP

1. Answer the following questions.
 - What does family mean to you?
 - When do you think we need our families the most?

VOCABULARY

2. What is the difference in meaning between the following?

- 1) Parents and relatives
- 2) Nephews and nieces
- 3) Stepsisters and sisters-in-law
- 4) Godfathers and great-uncles
- 5) A close relative and a distant relative



3. What kind of family do you live in?

nuclear, single-parent, foster, adoptive, cross-generation, blended

4. What relatives have you got in ...?

extended family, immediate family, close-knit, distant relatives, on my mother's/father's side, flesh and blood, generation, siblings

5. Try to guess what family vocabulary should go into each of the gaps below.

In Saudi Arabia you can't ask how a man's 1) _____ or 2) _____ is. Italians say that your first love is usually your 3) _____. Most Japanese women nowadays say that they want their first child to be a 4) _____. In Japan, you rarely use your older or younger 5) _____'s names, just calling them "Older 6) _____", "Younger 7) _____" etc. British comedians traditionally make lots of jokes about their 8) _____. In Saudi Arabia, you can't go for a coffee with your girlfriend unless she is with her 9) _____ or 10) _____. In most countries you can't marry your 11) _____, but in other places it is quite common. Most British people have at least 12) _____s in Australia.

In Japan it is usual to use family names with your 13) _____ mates and 14) _____ mates, but in the UK you would only use first names. In some countries, if you dump your 15) _____ they can sue you for breaking a promise (which is like breaking a contract). The same thing used to be true in the UK. In some parts of America it is normal to go round and see your 16) _____ (s) when they move in, usually with a small gift like homemade cookies. A stereotypical British family has an 17) _____ who is the black sheep of the family.



6. Read the passage below. Sally is describing her relationship with people in her family. Match the phrases in *italics* with the best definitions.

- | | |
|---|--|
| 1) I <i>look like</i> my dad. | a) I have a similar personality. |
| 2) I <i>take after</i> my mum. | b) I have inherited some of her characteristics. |
| 3) I <i>get on (really) well with</i> my cousin, Jake. | c) I have a very good relationship. |
| 4) I'm very <i>close to</i> my twin sister, Karen. | d) We share similar interests. |
| 5) I <i>have a lot in common with my</i> brother, Will. | e) I have a similar appearance. |
| 6) I'm <i>(a bit) like</i> my Aunt Gillian. | f) I have a deep, strong relationship. |

7. Now use the phrases in *italics* in the exercise above to describe the following relationships.

- John and Rob really enjoy each other's company, because they both love playing football, talking about cars, and going out. _____
- Claire has lots of friends, but if she has a problem to solve or a secret to share she always tells her cousin, Sue, first. They grew up together, and can trust each other completely. _____
- My Aunt Rose has the same long nose and high cheekbones as my mum. People often mistake her for her sister. _____
- My nephews, Paul and Colin, are both very talkative and outgoing. _____
- My mum tells me that I get my fiery temper and stubborn nature from my granny. _____

IDIOMS

8. Divide the phrases into two groups. Find the appropriate equivalent in your language. Name such people in your life.

- | | |
|---|---|
| a) <i>We're as different as chalk and cheese.</i> | d) <i>She's the spitting image of her mother.</i> |
| b) <i>We're like two peas in a pod.</i> | e) <i>I have little to do with her.</i> |
| c) <i>We get on like a house on fire.</i> | f) <i>You just can't tell them apart.</i> |

people are similar

people are different

LISTENING

9. Listen to the recording and do the test about your family relationships.

HOW STRONG IS YOUR FAMILY?

Put 1 = *Almost Never*, 2 = *Sometimes*, 3 = *Almost Always*

10. Count your TOTAL score. A perfect score would be 45 points. Listen to your result. Do you agree with it? Discuss it with the class. Is there anything you want to change in yourself or in your family relationships? What exactly? Why? Give examples.

READING

11. Do you think you are a good child? What child are you: firstborn, second born, third born or the only-child? Read the text and try to find your description, then decide which description suits which order of birth? Do you agree with it?

ALL ABOUT US

The Firstborn:_____ The Middle:_____ The Youngest:_____ The Only_____.

- a) **The Achiever:** This child will probably have more in common with other firstborns than their own brothers and sisters. Because they have had so much control and attention from their first time parents, they are over-responsible, reliable, well-behaved, careful and smaller versions of their own parents. If you are one, you are probably a high achiever who seeks approval, dominates and is that perfectionist who uses up all of the oxygen in the room. You can be found in a leadership career such as law, medicine or as a CEO.
- b) **The Life of the Party:** If you're the baby, your parents are already confident in their role as caregiver, and don't necessarily pay attention to your every move as they did with your older siblings. Thus, you've learned how to seduce the crowd with charm and likability. You have more freedom than the other siblings and, in a sense, are more independent. You also have a lot in common with your oldest sibling, as both of you have been made to feel special. It probably won't surprise you to note that such children often find careers in the entertainment business as actors, comedians, writers, directors and so on. They also make good doctors and teachers. Because your parents were more lenient, you expect freedom to follow your own path in a creative style. And as the baby of the family, you've had less responsibility, and therefore don't attract responsible experiences.
- c) **The Peacemaker:** You are probably understanding, cooperative and flexible, yet competitive. You are concerned with fairness. In fact, you are likely to pick an intimate circle of friends to represent your extended family. It is here that you will find the attention likely lacking in your family of origin. You're in very good company with notable U.S. Presidents and celebrities such as Abraham Lincoln, John F. Kennedy, Winston Churchill, Bill Gates, Donald Trump and Steve Forbes. Though often a late bloomer, you find yourself in power careers that allow you to use your negotiating skills and get that all too-needed attention. The personality trait that defines you will be opposite of that of your eldest and youngest sibling. But those wonderful social skills that you have learned can prepare you for an entrepreneurial role on a large scene.
- d) **The Lone Wolf:** You grew up surrounded by adults, and therefore are more verbal and often more mature. This allows for gains in intelligence that exceeds other birth order differences. Having spent so much time alone, you are resourceful, creative and confident in your independence. If you're such a child, you actually have a lot in common with those who are first-borns, as well as those who are the youngest in their families.

11. Say whether the sentences are true or false according to the text.

- 1) Firstborn children are the most like their parents.
- 2) The second born child is under lesser control from the parents.
- 3) Middle children are closer to their friends than to their family.
- 4) Third borns and their older siblings will never excel at the same thing.
- 5) Abraham Lincoln is a Peacemaker because he abolished slavery.
- 6) The only child will rarely get on well with the Achiever.

SPEAKING

12. Tell your classmates about your family. (If you have a family photograph, you may wish to show it to them.) Ask your classmates about their families. Listen and ask appropriate related questions.

For example:

There are five people in my family. My mom, dad, older brother, younger sister and me. My mother is a dentist. My father is a veterinarian. I have two brothers and one sister. This is my grandma... This is my dad... This is me, when I was 9 years old. My family usually gets together/has a special tradition...



IN RELATION TO SOMEBODY

WARM UP

1. Choose one person you know (well or not so well) and describe her/him and your interactions with them until someone guesses who you are talking about. Things you could mention.

- When you met, what you talked about, and what you did.
- How often you meet and what you usually do together.
- How well you get on/ got on.
- How long you have known each other.
- What you usually talk about.
- How important that person is to you.
- Things in common and differences.
- Appearance and personality.



VOCABULARY

2. Match the phrases to its synonymous meanings.

- | | |
|---|---|
| 1) We don't get on | a) I find him irritating. |
| 2) He gets on my nerves | b) She helps me emotionally |
| 3) She supports me | c) We had an argument but now we are friends again. |
| 4) I always turn to her | d) I can always ask her for help |
| 5) My mother is a shoulder to cry on for me | e) We don't have a friendly relationship. |
| 6) I can count/rely on him | f) We have had an argument. |
| 7) My friends encourage me | g) She is willing to listen to my problems and gives her sympathy, emotional support, and encouragement |
| 8) I love my sister to bits | h) They are going through difficult situations |
| 9) We had our ups and downs. | i) We had some problems in the past |
| 10) They are going through a bad patch | j) I love her very much |
| 11) We have fallen out. – | k) They inspire me with courage, spirit, or hope |
| 12) We have made up. | l) I am confident that I can <u>depend</u> on him |

3. Talk about your relationships.

- 1) How many friends do you have? Do you get on well with them?
- 2) What about your parents/boyfriend's/girlfriend's family, do you get on well with them?
- 3) Do you have nice neighbours?
- 4) Do you have a good teacher?
- 5) What are your classmates at school like?
- 6) Do you have any difficult acquaintances?
- 7) What kind of person do you find most hard to get on with?

ALL ABOUT US

LISTENING

4. Listen to the song and fill in the words from the box where necessary.

world, cry, light, shoulder, friends, goodbye, sea, every day, count, song

COUNT ON ME (by Bruno Mars)

If you ever find yourself stuck in the middle of the 1) _____,
I'll sail the 2) _____ to find you
If you ever find yourself lost in the dark and you can't see,
I'll be the 3) _____ to guide you
Find out what we're made of
When we are called to help our friends in need

CHORUS

You can 4) _____ on me like 1 2 3
I'll be there And I know when I need it
I can count on you like 4 3 2
You'll be there
Cause that's what 5) _____ are supposed to do, oh yeah
Woooh, Woooh yeah Yeah
If you toss and you turn and you just can't fall asleep
I'll sing a 6) _____ beside you
And if you ever forget how much you really mean to me
7) _____ I will remind you
Ohh Find out what we're made of
When we are called to help our friends in need

CHORUS

You'll always have my 8) _____ when you 9) _____
I'll never let go. Never say 10) _____



READING

5. What would it be like if you had no friends? Write your responses to these two questions. Really imagine what it would be like if you had no friends.

- How would you feel?
- What would you DO if you had NO friends?

6. Read the text and say how people make friends.

Most of us, if we had no friends, would do something. For example, when we move to a new community we usually do something to meet new people there. But, people who receive services often have a history of few friends or having lost relationships — so perhaps it's easy to understand why some people are reluctant to try new things or meet new people!

1) How do most people make friends?

Most people say they met their friends through the following:

- | | |
|-----------|-------------------------------|
| a) work | c) through other friends |
| b) school | d) through a club or interest |



2) What do all these avenues have in common?

a) almost all are places where you see the same people over and over again. But just seeing the same people in the same place is often not enough. For example, as a consumer, we often might see the same waitress, or post office worker, or grocery store check-out person - but have you made friends with any of them? Even if you see the same people over and over again, that's often not enough in itself.

b) in those places where most people make friends there is meaningful interaction, over and over again. There are real chances to get to know each other.

3) When you want to become better friends with people, what do you do?

a) usually you ask them to do something more.

b) the people who are your friends — what did you ask them to do when you first wanted to get to know them better? Or, if there was someone now you wanted to get to know better, what would you ask them to do?

– have coffee?

– come over?

– have lunch?

– go shopping?

– go fishing?

– talk on the phone?

c) We ask people to do more. Becoming an “asker” is one of the most important skills to develop to become a community builder.

7. Answer the questions:

1) How did you meet your friends? Where did you meet them?

2) What do you get from knowing people?

3) How do you behave with people? With your friends? With your family?

SPEAKING

8. Try to recall some important moments or events in your relationships with other people. Complete each of the following sentences by expanding them into short paragraphs. Talk about your emotions and feelings.

- 1) I felt angry when...
- 2) I was the happiest when...
- 3) I feel confident when...
- 4) I felt frustrated when...
- 5) I felt depressed when...
- 6) I am comfortable when...
- 7) I feel nervous when...
- 8) I feel sentimental when...
- 9) I last worried...
- 10) I am upset when...





HEALTHY VS. UNHEALTHY RELATIONSHIPS

WARM UP

1. Answer the following questions?

- What types of relationships do people have? Look at the word cloud on the right and say. What relationships do you have?
- What do you think are the main qualities that need to be present in all of the relationships?



VOCABULARY

2. Look at a list of healthy and unhealthy relationships characteristics and, basing on your experience, put them into the correct columns. Explain your decision.

control, trust, unpredictability, honesty, manipulation, independence, humiliation, respect, jealousy, pressure, equality, taking responsibility, loyalty, communication, security, happiness, support, intensity, comfort, abuse, deflecting responsibility, being yourself, betrayal

Healthy relationship	Unhealthy relationship

3. Complete the sentences with the missing word from the table above.

- 1) Friends offer ___ and understanding when we really need it.
- 2) One partner ___ all the decisions and tells the other what to do, or tells the other person what to wear or who to spend time with.
- 3) I always expect total ___ from my students.
- 4) Jamie experienced similar ___ from other people earlier in the week.
- 5) After this ___ Frederick remained for six years in Germany.
- 6) ___ can lead to both psychological and emotional problems.
- 7) My parents brought me up to ___ others.
- 8) Try your friend before you ___ him.



READING

4. Read the text about the definitions of healthy and unhealthy relationships and check whether you had the right idea about their meaning.

Throughout our lives, relationships play a significant role in developing who we are and what we choose to be. Understanding the key components of healthy relationships and how to build those relationships is important.

Healthy relationships are enjoyable and respectful and provide opportunities for many positive experiences that affect self-esteem. We can develop healthy relationships with anyone, including family, friends, and dating partners. It takes time, energy, and care to develop positive, healthy relationships. Relationships made during the teenage years can become very special and may form an important part of life. There are also many lessons to be learned from the relationships we have.

All healthy relationships between two partners are characterized by communication, respect, sharing, and trust. They are based on the belief that both partners are equal and that decision making in the relationship is shared equally. In healthy relationships, we must maintain the freedom to be ourselves. It is important to maintain an individual identity, regardless of the type of relationship being pursued.

An unhealthy relationship has an imbalance in which one partner tries to exercise control and power over the other through threats, emotional/verbal abuse, or physical violence. Relationships are complicated. Sometimes it is difficult to see when we are in an unhealthy one. Unhealthy relationships generally start out with good intentions. As relationships develop, disagreements and conflicts will arise. Conflict is not necessarily negative if we deal with it appropriately. Jealousy is often seen as a negative emotion even though it is normal in certain situations -- and may even be a positive thing. However, it can become unhealthy if it turns into an obsession, takes over your life and causes irrational behavior. The difference between healthy and unhealthy jealousy comes down to the way that you deal with it.

5. Answer the questions to the text.

- 1) How can you tell if the relationships are healthy? What are the most common characteristics of healthy relationships?
- 2) What are the benefits of healthy relationships?
- 3) What are the signs of unhealthy relationships?
- 4) When is jealousy seen as unhealthy?
- 5) How do you think it is possible to change the unhealthy relationships to healthy? If so, how?



ALL ABOUT US

6. Read the list of situations which can arise between people in different relationships. Underline the suggestions if you think the behavior is concerning in any way. Comment on 2 healthy and 2 unhealthy situations. Have you ever faced such behavior? Have you ever behaved any of those ways?

- 1) Lies to you, but constantly accuses you of cheating
- 2) Asks what you want to do on the weekend
- 3) Makes an effort to get to know your friends and family
- 4) Makes decisions for you
- 5) Compliments you
- 6) Blames you for things that go wrong
- 7) Makes you laugh when you're sad
- 8) Pressures you to do things you don't want to do
- 9) Respects your opinions
- 10) Makes you feel guilty for having outside interests
- 11) Gets jealous when you succeed
- 12) Says your interests are stupid



GRAMMAR

7. Study the table.

Modal verbs of advice, suggestion or criticism		
SHOULD / SHOULDN'T <i>Advice in the present</i> I think you should go to the doctor's. (it's a good idea) People shouldn't generalize. (it's not a good idea)	OUGHT TO <i>Advice in the present</i> I ought to go to work before nine o'clock because my boss will be there. (it's a good idea to go to work before nine) OUGHT NOT (to is mostly omitted) <i>Advice in the present</i> I ought not go to the party because I haven't got a costume. (it's not a good idea to go to the party)	HAD BETTER <i>Advice in the present</i> We'd better finish this report before we leave. Cinderella had better leave before midnight. HAD BETTER NOT <i>Advice in the present</i> You'd better not touch that computer. Maria had better not forget completing the exam in time. Note! <i>Had better is different from "should" and "ought to" because it implies that if you don't follow the advice there is some sort of negative consequence or negative action. So, it expresses the strongest advice.</i>
Note! SHOULD/UGHT TO HAVE + PAST PARTICIPLE <i>Advice about the past - criticism</i> You should have studied more in order to pass the exam. (you didn't study enough and possibly failed the exam) You shouldn't have done that. (you did something and it was the bad thing to do) You ought to have read a full chapter last night. (you didn't do something and didn't fulfill the agreement)		

8. Complete the short dialogues with the words in the box. Use each word only once.

A. *ought to* *should* *shouldn't*

- Rick Hi, Matt! What's wrong?
 Matt I'm being bullied at school. What (1)_____ I do?
 Rick You (2)_____ go and tell a teacher.
 Matt But what if the boy finds out?
 Rick You (3)_____ worry about that. You need to say something or he might not stop.

B. *had better* *should* *shouldn't*

- Cindy I know you like Ben. When are you going to tell him?
 Alice I don't know. I'm too shy. What do you think I (4)_____ do?
 Cindy Well, you (5)_____ tell him now before someone else asks him out.
 Alice What if he says 'No'?
 Cindy You (6)_____ worry about that.

C. *had better* *shouldn't*

- Ed Hey! You (7)_____ do that. You'll get in trouble.
 Stella Don't worry. You (8)_____ concentrate on what you have to do.

9. Work in pairs. Read the problems and give some advice, suggestion, or other comment on it. Take turns and discuss the problems with each other.

Student A

- I can't sleep because of my neighbour who plays the cello until 1 a.m.
- My history teacher picks on me because of my piercing.
- My parents want me to go to law school but I'm interested in arts.
- Yesterday I saw my best friend's boyfriend kissing another girl. Should I tell her?

Student B

- My parents won't let me put make-up when I go to school.
- I got a bad mark in Maths. I haven't told my parents yet because I'm afraid they'll ground me.
- My sister always takes my clothes without asking me first.
- A group of girls troll me on Facebook. I don't know what to do.

PHRASAL VERBS

10. Match the phrasal verbs to their definitions.

- | | |
|----------------|---|
| 1) get along | a) to end a relationship |
| 2) ask out | b) to start living in a place where you intend to stay for a long time, usually with your partner |
| 3) break up | c) have a good relationship with someone |
| 4) settle down | d) to invite someone to the cinema or to the restaurant, usually to start a romantic relationship |

11. Complete the sentences with the correct phrasal verbs.

- 1) Jim _____ Lucy to the cinema yesterday.
- 2) I don't _____ with my mother in law.
- 3) Mary's parents think she should _____ and have a family.
- 4) Jim was devastated when Lucy _____ with him.

ALL ABOUT US

LISTENING

12. Listen to the typescript and say true or false.

- 1) Jon and Oliver have become good friends.
- 2) Oliver really likes his new school.
- 3) Children have been spending a lot of time on social media.
- 4) Jon and Oliver aren't excited that their post is so popular.
- 5) Their friends support them and the picture gets a lot of likes.
- 6) School counsellor regretted posting them the pictures on Facebook.
- 7) They decided not to post any comments online.

13. Listen to it again and fill in the missing words.

- 1) Oliver has helped Jon feel ____ at their school.
- 2) Jon and Oliver ____ it would be funny to post an ____ picture of one of their ____.
- 3) Some students even ____ the picture so more people can ____ it.
- 4) Their ____ Kendal sees the photo on her ____ and decides to ____ the school counselor.
- 5) The photo gets ____ from Facebook.
- 6) School counselor ____ with Jon and Oliver to talk about ____ bullying.
- 7) They both ____ that they will be more ____ when they post comments and ____ online.

SPEAKING

14. Prepare a short speech on the given topic. Remember to give answers to all the questions below to form your monologue.

- 1) Where did you meet your current friends?
(in your neighborhood, outside school, at a party, at school, in social networks, other)
- 2) What qualities do you want to see in your friend?
- 3) What's the difference between a friend and an acquaintance?
- 4) Have you had any conflicts with your friend recently? Describe it, identify the role you played and the roles of the other involved party/ies. How did you manage to handle the problem?
- 5) Give some advice to your peers how to find a real true friend.

WRITING

15. Read the story and write a response, what you would say to Makayla:

You're having lunch with your best friend Makayla. Well, she used to be your best friend until she started dating Sean. Sean didn't want her to hang out with her friends anymore, so she stopped. He also didn't want her wearing makeup or clothes that showed any skin, so she stopped that, too. She pretty much stopped everything she loved for him — even cheerleading and track. She acts like it was her idea, but everyone knows better. Makayla seemed nervous and sad at lunch. She kept checking her phone and looking around, like she was afraid to get caught. So, you asked if everything was OK. She was quiet for a minute, then said, "Sean and I got into a fight last night. Don't tell anyone, but ..." And then she showed you the bruises on her shoulder. Seeing your shock, she quickly added, "But really, it was my fault. I had to work late and was late for our date. I know how much he hates that."

You say: ...



MY LIFE AS A GAMER

*"The worst thing a kid can say about homework is that it is too hard.
The worst thing a kid can say about a game is it's too easy."*

Henry Jenkins

WARM UP

1. Read the quote and answer the following questions.

- Do you ever say so?
- Do you play video or computer games? Why/not?
- Do you think you are addicted?
- How do you know?



LISTENING AND SPEAKING

2. Listen to Kate's opinion about computer games. Then say if the sentences are true or false.

- 1) Computer games are not a great way to learn how to do things.
- 2) In the future gaming skills will help you in your job.
- 3) Computer games help children to learn about the world.
- 4) Computer games help children to keep fit.
- 5) Everybody needs to have a balance between playing computer games and playing outside.

3. Discuss the following questions with a classmate.

- 1) Do you like playing computer games?
- 2) How much time do you spend playing computer games?
- 3) What games did you play when you were younger? What did your parents think of it?
- 4) How do you think your taste in computer games will change as you get older?
- 5) In your opinion what are the positive and negative impacts of computer gaming?

GRAMMAR

4. Look at the sentences and answer the questions.

For example: I used to be obsessed with video games.

When I was growing up, my elder brother would play 1990s' video games like Need for Speed.

- 1) Is he still obsessed with video games?
- 2) Did his brother often play Need for Speed?
- 3) Which underlined verb describes a past state?
- 4) Which underlined verb describes a past habit?
- 5) Which of the underlined verbs can you use to describe both past states and habits?

REMEMBER!

Be careful not to confuse **used to** do (describing past habit) with **be/get used to doing** (be accustomed to something in present)

*Ex.: I used to hate classical music.
I am used to being alone.
I got used to living in a smaller house.*

5. Look at sentences 1-4. Is it possible to use both *would* and *used to*?

- 1) My parents would always listen to classical music while we were having dinner.
- 2) My parents used to go to a street food festival every month.
- 3) My father used to have a really old TV set.
- 4) My mother used to know all the rules to the Stalker game.

ALL ABOUT US

6. Study the table carefully.

Form	Use	Example
Used to + infinitive	express habits in the past	<i>I used to play computer games – I do not play anymore. I didn't use to play computer games – I do not play anymore. Did you use to play computer games – I do not play anymore.</i>
Would	talk about habitual actions in the past, but not to talk about past states.	<i>Before getting my driving license, I would ride a bicycle everywhere. Before getting my driving license, I would not ride a bicycle everywhere. Would you ride a bicycle everywhere, before getting your driving license.</i>
Be used to + gerund/noun/pronoun	say that something is normal, not unusual.	<i>I am used to working with children/ I am used to children / I am used to them I am not used to working with children..... Are you used to working with children.....</i>
Get used to + gerund/noun/pronoun	talk about the process of smth becoming normal for us.	<i>I am getting used to working with children/I am getting used to children/I am getting used to them. I didn't used to working with children..... Have you got used to working with children.....</i>

7. Read the sentences below and choose the correct answer in the brackets.

- 1) My father didn't know that we ____ (used to/would) borrow his car when he was at work.
- 2) When the weather was good, we ____ (used to/would) go walking in the countryside.
- 3) The children ____ (used to/would) stand up when an adult came into the class in the old days.
- 4) I ____ (used to/would) get free milk at school when I was a boy.
- 5) It ____ (used to/would) be very hot in summer at that time.
- 6) He ____ (used to/would) give her a lift to work in the days before she passed her test.
- 7) There ____ (used to/would) be a lot of fun around here in the old days.
- 8) France ____ (used to/would) be a monarchy but now it's a republic.
- 9) I ____ (used to/would) live alone when I was a student.

8. Complete the text with Past Simple, Past Continuous, Past Perfect, *used to* or *would* forms of the verbs in the brackets.

I would like to tell you about my elder brother's habit in the past. He 1) ____ (be) a gamer. He 2) ____ (play) computer games all weekend. Our parents 3) ____ (ask) him if he 4) ____ (have) fun sitting at the computer all day, he 5) ____ (answer) yes he 6) ____ (play) for fun. As I remember, he 7) ____ (not/play) football or basketball with friends in the yard like others. He 8) ____ (like) playing computers games only. I was sure that he 9) ____ (be) the most popular gamer in school when he 10) ____ (take part) in computer game competitions.

His favourite game was Doom. It 11) ____ (be) the most awful game at that time.

This happened when I was about five years old. My father 12) ____ (go away) on business for a few days and my brother and I 13) ____ (sleep) in my parents' bedroom. Before we 14) ____ (go) to bed that night, my elder brother 15) ____ (tell) me a very scary story about that terrible game – Doom. In the middle of the night I 16) ____ (wake up) and ____ (see) that a figure in a dark coat 17) ____ (stand) at the end of my bed. I 18) ____ (scream) at the top of my voice. I 19) ____ (be) always shy when I heard about this incident.

Now, my brother 20) ____ (become) a specialist in computer programming and was invited to work for Apple in California. At present he is not a gamer and hates to waste time playing games.

9. Match the beginnings of the sentences with the correct endings.

- | | |
|--|--|
| 1) When I was at school | a) I used to cycle everywhere. |
| 2) They moved to the countryside a few years ago even though | b) but he'll get used to it. |
| 3) When I lived in Japan | c) I didn't know you are used to walking long distances. |
| 4) I am surprised you are not tired | d) I would play football on Saturdays. |
| 5) I was very healthy when I was younger because | e) they used to live in London. |
| 6) He doesn't like that small town | f) I used to eat sushi every day. |

10. Complete the following sentences with the correct form of *used to/to be used to/to get used to* and *would* and the verb in brackets. Be careful! Some verbs are in the negative form.

- Computers ____ (be) very expensive. Now the prices are more reasonable.
- He's ____ (deal) with animals, so he's a bit scared of the dogs.
- English has become international. Businessmen are ____ (speak) English at international meetings.
- My family ____ (go) to the countryside for the weekend when I was young.
- When Mark went to live in Italy, he ____ (live) there very quickly. He's a very open minded person.
- She ____ (stay) all the time at home in London.
- I ____ (have) short hair when I was a teenager.
- When she arrived in Britain, she ____ (drive) on the left, but she soon ____ it. Now she has no problem.
- We ____ (go) to the same little canteen for lunch every day when I was a student.
- We haven't seen Tim very often since he got a promotion. He's very busy. He ____ (be) so busy.

11. Complete a text with correct form of Past Simple, *used to* or *would*.

When I was younger I *used to* play computer games a lot but when I 1) ____ (start) secondary school, I 2) ____ (stop) doing it because I 3) ____ (not have) time. In fact I 4) ____ (like) computer games a lot but because our teachers 5) ____ (give) us so much homework I 6) ____ (find) it impossible to do both. I 7) ____ (not like) doing homework so, in the end, I 8) ____ (not pass) my final school exam and I 9) ____ (not be) very good at computing either.

WRITING

12. Write a short paragraph about how life used to be without a computer and video games. How would children spend their time? Would you like to live that way? Have you ever seen a cyber game competition? Would you like to take part? Why/not?



ALL ABOUT US

SELF-ASSESSMENT LESSON (1-8)

1. Use the following steps to describe photo A. Answer the questions.

- 1) Give general information. Focus on the main part of the photo at the beginning. Look at this photo. What can you see?
- 2) Write about position. What is where?
- 3) Describe the person's age. How old is she?
- 4) Describe the person's appearance. What does she look like?
- 5) Describe the person's clothes. What is she wearing?
- 6) Describe what she is doing. Where do you usually wear casual clothes? Do you like such clothes? Why?
- 7) Try to use your imagination to make guesses about the photo. What do you think about the photo?



Photo A.

2. Now describe photo B following steps above. Use the phrases in the table.

Useful language!	<ul style="list-style-type: none"> • <i>This picture shows ...</i> • <i>There is / there are ...</i> • <i>In this picture I can see...</i> <ul style="list-style-type: none"> ◦ <i>In the foreground / in the background ...</i> ◦ <i>On the right / on the left...</i> • <i>I think... Maybe / Perhaps...</i> • <i>It seems as if...</i> • <i>I (don't) like the picture because ...</i> • <i>It makes me think of ...</i>
------------------	---



Photo B.

(score ____)

3. Read a letter from your pen-friend carefully.

Dear Ann,

I'm glad to get a letter from you.

You asked me about some special organizations in our region. Well, I live in the town Irpin, which is in the Kyiv region. As in any other part of our country there are loads of groupings in Irpin: Punks, Emo and Bikers etc. But I want to tell you about our Irpin-extreme club.

It was organized about 4 years ago. Everybody, who likes difficult adventures, can join it. ***What do they do?*** They travel. For example, men, women, boys, children gather together to make a trip to a church through the forest in winter.

More than that, the club organizes parties for children at Christmas, Easter and Women's Day etc. So, this is the way for a family to have common leisure.

Of course, most of the members have got Jeep-cars and equipment for travelling in such conditions. It is not cheap. But their lifestyle makes them healthier and stronger. They learn to be in a collective. They are as a small community. The members of the club are always here if somebody is in trouble. ***I admire them.***

Ann, are there any subcultures, scouts, youth clubs or anything like that in your region? How do young people express their individuality there where you live? ***Write me soon.***

With love, Maria

4. Use the following plan and the words in italics from the letter above to write the reply.

Introduction:	<i>Paragraph 1: greetings</i>
Main Body:	<i>Paragraph 2: subculture description</i>
	<i>Paragraph 3: personality</i>
	<i>Paragraph 4: hobbies/interests</i>
Conclusion:	<i>Paragraph 5: comments/feelings</i>
	<i>Paragraph 6: P.S.</i>

(score ____)

5. Read the sentences and choose the one option a-d which best fits the space.

- 1) John always arrives on time. He's so ____.
a) *careful* c) *punctual*
b) *intelligent* d) *stubborn*
- 2) My friend never sits down. He is very ____.
a) *lazy* c) *serious*
b) *kind* d) *active*
- 3) Jill always sees the bright side of things. She is ____.
a) *pessimistic* c) *cheerful*
b) *optimistic* d) *sociable*
- 4) He doesn't get angry or upset with other people. He's ____.
a) *easy-going* c) *bad-tempered*
b) *friendly* d) *generous*
- 5) He doesn't like spending money. He's ____.
a) *honest* c) *shy*
b) *mean* d) *vain*
- 6) Something you wear round your neck with a suit.
a) *tie* c) *gloves*
b) *scarf* d) *skirt*
- 7) She has _____ hair.
a) *brown long beautiful curly* c) *curly beautiful brown long*
b) *beautiful long curly brown* d) *long curly brown beautiful*
- 8) I'm looking forward _____ you again soon.
a) *to see* c) *to seeing*
b) *seeing* d) *see*
- 9) He decided _____ biology.
a) *studying* c) *learning*
b) *to study* d) *to learn*
- 10) When I arrived at the airport I realised I _____ my passport.
a) *forgot* c) *had forgotten*
b) *forgotten* d) *was forgetting*
- 11) The film is going to start soon, we _____ go or we'll miss it.
a) *shouldn't* c) *had better*
b) *should* d) *ought to*
- 12) Children _____ be allowed to watch too much TV.
a) *shouldn't* c) *had better*
b) *ought to* d) *should*

(score ____)

6. Read an article about teenagers and fill in (guess) the missing words.

Nowadays, teenagers have changed in comparison 1) _____ the teens in the past, taking 2) _____ account eating habits, an active way of life, spending free time and clothes. They are a "technology" generation. For teens 3) _____ today's world mobile phones, internet, music, movies, television and video games are very important. Most teenagers prefer watching TV and playing computer games 4) _____ reading books. They don't like reading 5) _____ watching TV is easier and they don't have to use their own imagination. Computer games teach 6) _____ they are also harmful to health. Teenagers prefer to spend free time in front 7) _____ a computer rather than to walk, play football or go to a swimming pool. Moreover, games transfer them into a world 8) _____ doesn't exist. It is very exciting 9) _____ the youth. They meet with friends in such places as McDonalds. Teens eat there unhealthy food. They eat too 10) _____ fast food.

Teenagers' clothes in the twenty-first century have also changed a lot. The clothes they wear depend 11) _____ current trends since it is important to follow fashion. School uniforms aren't so popular today 12) _____ in the past. Girls 13) _____ often wear jeans than skirts; boys wear wide sweatshirts 14) _____ trousers. The fact is 15) _____ nowadays teens get dressed in clothes which are comfortable for them.

(score ____)

ALL ABOUT US

GET READY FOR YOUR EXAM

READING

1. Read the story and choose the correct answers.

One day Alex went into town to buy some new clothes. First he tried on a pair of trousers. He didn't like the trousers, so he gave them back to the shopkeeper. Then he tried a robe which cost the same as the trousers. Alex was pleased with the robe, and he left the shop. Before he climbed on his donkey to ride home, the shopkeeper and the shop-assistant ran out. "You didn't pay for the robe!" said the shop assistant. "But I gave you the trousers in exchange for the robe, didn't I?" replied Alex. "Yes, but you didn't pay for the trousers, either!" said the shopkeeper. "But I didn't buy the trousers," replied Alex. "I am not so stupid as to pay for something that I never bought."

1) What did Alex try on first in the shop?

a) some trousers

b) a robe

c) a hat

d) some shoes

2) What did he try on next?

a) some trousers

b) a robe

c) a hat

d) some shoes

3) Which item did Alex like best?

a) the trousers

b) the robe

c) the hat

d) the shoes

4) How many people argued with Alex?

a) one

b) two

c) three

d) four

5) Why was the shopkeeper angry when Alex left?

a) He didn't take the trousers.

b) He didn't say goodbye

c) He didn't like the hat

d) He didn't pay for the robe.

6) What did Alex actually pay for?

a) the trousers

b) the robe

c) the hat

d) nothing

GRAMMAR

2. Choose the right words to complete the sentences.

1) I've always enjoyed *to walk/walking/walk* but I didn't use to like running.

2) So, if you want *to do/doing/do* more exercise, I'd recommend running.

3) Children never *used to talk/had talked* so aggressively to their parents. It's terrible!

4) Julie was very pleased to see that John *cleaned/had cleaned* the kitchen.

5) I used my time well while I *have waited/was waiting/waited* for my plane — I wrote some emails.

6) For years, they *would/used to* go on holiday to the Rockies, but then it became very fashionable and, hence, expensive.

7) The team is playing really well today; they *must/should/can* win.

8) When Tim went to live in Ukraine, he *was used to live/got used to living* there very quickly. He's a very open minded person.

WRITING

3. You want to have a dress party at your house. Write an email to your friend and invite him/her to come. Tell your friend when you are having the party, its theme and give instructions how to dress. Tell your friend what to bring.

SPEAKING

4. Self-expression is an important part of people's identity. Talk about yourself including the following:

- What youth subculture do you know? Describe some of them.
- Do you belong to any subculture? Why/not?
- Describe your appearance and personality.

CULTURE NOTE: EARLY BRITISH HISTORY

1. Answer the following questions.

- 1) How many famous people from British history can you name?
- 2) Write a list, and then compare your list with the lists of other students.
- 3) Have you got the same names? Why are they significant?

2. Read the text and order these people who arrived to Britain correctly. Number 1-6.

- _____ A. People from India and the Caribbean
- _____ B. The Vikings
- _____ C. The Romans
- _____ D. The Normans
- _____ E. The Angles and Saxons
- _____ F. Protestants from France and the Netherlands



It was 1066, and Edward, King of England, was dead. He had no children. So his successor became Harold, who wasn't a blood relative of King Edward, but he was the Queen's brother. But one of those who also wanted to rule was the King of Norway, Harold Hardrada, and a few months after King Edward's death his army invaded the north, defeated the invaders and killed King Harold of Norway. But three days later, there was more bad news.

William of Normandy (in the north of France) was on the south coast of England with an army. It is said that before King Edward died, he chose him as the next king. Edward's mother was a Norman, and Edward lived in Normandy as a child. He preferred Normans to the people of England. So Harold raced south with his army. William was waiting for him at Hastings. At the end of the battle, Harold was dead and William of Normandy was William the Conqueror, King of England.

Though, the Normans weren't the first people who invaded Britain. In 55 BC the great Roman Julius Caesar brought an army across the sea from France. For four hundred years, England was part of the Roman Empire. When the Romans first arrived, there were many different groups of people. Each group had its own king. They didn't think of themselves as "British", but the Romans called the people from all these groups "Britons".

The Romans built new towns, Britons started to live like Romans. They wore Roman clothes and went to the theatre and the baths. Most townspeople could speak Latin. Many could read and write it too. In the later years of Roman rule they became Christians.

But in 409 the Roman army left Britain to fight in other parts of the Empire. Soon after this, invaders from present-day Germany and Denmark, The Angles and Saxons, came to Britain.

The Angle and Saxon armies destroyed everything in their path, and the Roman way of life disappeared from Britain. Many Britons moved west to escape the invaders. By the 7th century, groups of Britons were in control of present-day Scotland, Wales and Cornwall, but Angles and Saxons ruled the rest of Britain. People started to call this area "Angle-land". Later its name became "England".

Then, at the end of the 8th century, new invaders started attacking the coasts of Britain – Vikings from Scandinavia. At first they came to steal gold and silver from monasteries. Then some made their homes in Britain, and from the 860s they controlled a large area of northern and eastern England. The Saxon kings fought against them. Alfred the Great defeated the Vikings and sent them away from Britain. But they returned, and in the early 11th century there was a Viking king of England, King Cnut.

The Normans came next. Their conquest was believed to be the most important in British history because it was the last. Since 1066 and the Battle of Hastings, many people have moved to Britain from other countries. For example, a lot of French and Dutch Protestants arrived in the 17th century to escape problems with the Catholics in their homelands. And in the 20th century large numbers of people came from India, the Caribbean and other places that were in the British Empire. But no foreign army has conquered Britain since the Normans.

William the Conqueror had to fight other Saxon armies in England after Harold was defeated. But then he was able to build a new, Norman England. By 1068, he owned all the land. He asked his Norman friends to look after it for him. They made money from the farmland and paid some of it to the king. They also used the money to pay for Norman soldiers. Each Norman lord built a home with strong, high walls and lived there with his private army. The Saxons owned nothing. They belonged to the Norman lords.

For more than two hundred years the language of government and literature was the Norman's language, French. The Saxons continued to speak their own language, Anglo-Saxon, with some Scandinavian words. The Saxons' language finally grew into modern English, but as a result of the Norman invasion, half the words in today's English language come from French.

3. Did these people make a big difference in British history? Why? What did they do?

*Julius Caesar, King Cnut, King Edward, Harold Hardrada,
King Harold, Alfred the Great, William the Conqueror*

4. Use these five words to make five sentences.

army, conquer, empire, invade, rule

5. Look at the pictures of the places important in English history. What do you know about them? Match them to their descriptions.



6. Do you know whose image this is? Listen about Boudica. Who was she?

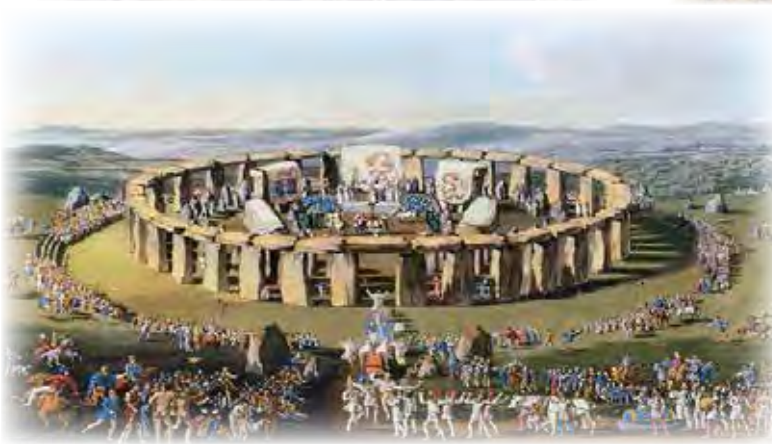
7. Read these sentences and choose right (✓) or wrong (X).

- 1) She was in the Roman army.
- 2) She was married to a local English king.
- 3) She invaded Wales and Scotland.
- 4) Roman soldiers attacked her and her daughters.
- 5) The Romans defeated Boudica easily.



9. Choose one date from British history. You are a poor person at that time. What is your life like? What do you eat? Where do you live? What is your job? Write as much as you can. You can pick any date/picture from the given below or find another.

55BC, 1066, 1215, 1649, 1776, 1914, 1945



UNIT 2

ALL ABOUT NATURE

VERBS

Sicken
Reuse
Merge
Converge
Evolve

ADJECTIVES

Controversial
Horrendous
Tidal
Extinct
Brittle
Whopping
Adolescent
Indigenous
Moist

NOUNS

Threat
Greed
Deforestation
Awareness
Drought
Tsunami
Avalanche
Famine
Eruption
Hygiene
Mermaid tears
Landfill
Sediment
Monsoon
Grassland
Precipitation
Basin
Canopy
Trunk
Shrub
Mankind

PHRASAL VERBS/ IDIOMS

Dry up
Cut down
Run out of
Use up
Cut back on
To go up/down
As right as rain
Face like thunder
Under the weather
Come rain or shine
Indian summer
Raining cats and dogs
Break the ice





WORLD'S CALLING SOS

WARM UP

1. Make a list of top ten environmental problems you can think of. Explain your ideas.

READING

2. Read the following texts and complete them with the words in the brackets. Then match the texts to the correct headlines. Does the text mention any more environmental problems that are not in your list?

1) *Biodiversity loss*

2) *Human greed*

3) *Unsustainable agriculture*

4) *Poverty in the developing world*

5) *Growing human population*

(*threats, cause, greed, consumption*)

- A. It is us, people, who are the ____ of most environmental problems below. Human ____ and disrespect for the rest of the world combined with uncontrolled resources, energy ____, armed conflicts and wars are the most serious ____ to nature regionally and locally.

(*developing, serious, drinking, population*)

- B. More than one billion, i.e. one-sixth of the world's ____, live in extreme poverty in slums or in rural areas of ____ countries. Bad situation and lack of ____ water, food and wood for cooking lead to ____ environmental destruction.

(*resources, grow, result*)

- C. Today over 6 billion people live on the Earth and the ____ is huge pressure on the world's _____. Over the next 25 years, the global population will ____ by another 2 billion.

(*polluted, produce, controversial, produces*)

- D. We all need to eat, but the way we ____ our food today raises a number of questions about environment. Water is ____ by fertilizers and pesticides; agriculture ____ about 25% of carbon dioxide, the main greenhouse gas. Genetically modified crops are also highly ____.

(*supports, forests, fuel, exploitation, threatened*)

- E. The ____ of ____ for wood, ____ and agricultural land has led to massive deforestation. Deforestation is a major contributor to the fast loss of plant and animal species. Similarly life in oceans which ____ the greatest variety of life on earth is ____ by overfishing, petrochemicals, coastal development, the effects of climate change and many other factors.

3. Match two halves of each sentence. Choose a few statements and comment on them.

- 1) A great number of environmental problems
- 2) More than 1 billion people in the world
- 3) Soon there will be lack of
- 4) Life in oceans is
- 5) Lack of fresh water is
- 6) The fast loss of species is
- 7) The major contributor to air
- 8) The growing human population puts

- a) live in rural areas.
- b) threatened by overfishing.
- c) pressure on resources.
- d) live in extreme poverty.
- e) caused by deforestation.
- f) waste must be solved.
- g) are caused by people.
- h) clean water in some regions of the world.

ALL ABOUT NATURE

VOCABULARY

4. Label the pictures with the types of pollution in the box. Give examples of each.

land pollution, water pollution, air pollution, noise

TYPES OF POLLUTION



5. Read the texts and say what type of pollution they describe.

- _____ : Because factories release fumes, the air people breathe gets polluted. Other well-known effects of fumes are smog, acid rain and holes in the ozone layer.
- _____ : Living in noisy overcrowded towns has become dangerous because it can cause headaches, earaches and deafness.
- _____ : Toxic substances found in food and air enter the land, accumulate in our bodies and result in poor health like weakness, pains, aches disease and sickness.
- _____ : Toxic chemicals, dirt and trash found in the water hurt the skin of people swimming in them, kill sea animals, produce horrendous smell, etc.

6. Complete the following sentences with a word or expression from the box. There are some that you do not need.

CFC, unleaded petrol, endangered, tidal energy, ozone layer, natural resources, desertification, fumes, greenhouse effect, pollution, acid rain, extinct, global warming, fossil fuels, recycle, rainforest, solar power, wildlife, bottle bank, ecological

- 1) _____ falling on forests has killed a lot of trees in the last 20 years.
- 2) The council is encouraging us to _____ more household rubbish.
- 3) Factories and vehicles produce a lot of dangerous _____.
- 4) _____ of the atmosphere has increased over the last 50 years, making the environment dirty.
- 5) The effect of gases in the earth's atmosphere is preventing the earth from losing heat; this is called the _____.
- 6) When _____ gases are released into the atmosphere, they rise slowly.
- 7) The hole in the _____ is getting larger every year.
- 8) If _____ continues, there is a danger that the polar ice-cap will start to melt.
- 9) We take all our empty bottles to the _____ so that the glass can be used again.
- 10) Long periods of drought have brought about the _____ of whole areas of central Africa.
- 11) Tigers, whales and panda bears are all _____ species.
- 12) People are worried that soon whales will become _____.
- 13) We should use oil and coal, and look to other energy sources such as _____ and _____.

7. A scientist used the following sentences. How sure is he about each statement? Put the expressions in the correct section of the line below.

- 1) It's fairly certain that Earth will have heated up by 4 degrees.
- 2) There will be many other effects.
- 3) The USA and England could suffer from drought.

100% sure it will happen _____

50 % sure _____

100 % sure it won't happen _____

Add these expressions to the line. Some have the same meaning and can be side by side.

perhaps, may be, I'm not sure if.., will definitely, definitely won't, might, probably, it's possible that.., I doubt that ... won't, I'm certain that.., will, won't probably

What do you think? Decide if you think the following ideas:

- a) will happen in the next 50 years?
- b) could happen?
- c) won't happen?

Mark the sentences a, b or c.

- 1) Most cars will be electric.
- 2) Nuclear Energy will end.
- 3) Alternative energy will be more important than oil.
- 4) You will recycle all your bags, cans and paper.
- 5) Almost all the rainforests will disappear.
- 6) People will continue to sunbathe.
- 7) The climate will get worse.
- 8) The next generation will care more about the environment than the present.
- 9) In elections "Green Issues" will become more important than any other.
- 10) People will destroy the Earth.

Where will you place these ideas on the line of certainty?

Think about which expression of certainty you can use to express your opinion.

For example: I'm certain that most cars will be electric.

PHRASAL VERBS

8. Study the meanings of the phrasal verbs and choose the best alternative to complete each sentence. Then learn them.

- | | |
|-------------------------|--------------------------------------|
| 1) <i>dry up</i> | a) <i>to disappear</i> |
| 2) <i>cut down</i> | b) <i>to reduce</i> |
| 3) <i>run out of</i> | c) <i>to come to an end</i> |
| 4) <i>use up</i> | d) <i>to finish all of something</i> |
| 5) <i>cut back on</i> | e) <i>to reduce expenditure</i> |
| 6) <i>to go up/down</i> | f) <i>to increase/decrease</i> |

ALL ABOUT NATURE

- 1) The rivers are *using up/drying up* because it hasn't rained for a long time in some hot spots of our planet.
- 2) The trees are *cut down/run out* without being replaced.
- 3) The planet is *using up/running out of* precious resources like oil and fresh water.
- 4) We shouldn't *cut back on/use up* all our resources; we have to think of the future.
- 5) We should recycle to *cut back on/cut down* all the waste we produce.
- 6) Because whales are hunted, their numbers are *going up/going down*.
- 7) The number of species on the endangered lists is *going up/going down*.

LISTENING

9. Listen to the recording and write the synonyms to the words below.

- | | |
|----------------------|-----------------|
| 1) to consume | 4) litter |
| 2) to become extinct | 5) indifference |
| 3) to cut down | |

10. Listen to the recording again and answer the questions.

- 1) What determines life on Earth? _____
- 2) How long has man damaged the planet? _____
- 3) What produces acid rain? _____
- 4) Why is acid rain dangerous? _____
- 5) How can we change this situation? _____



11. Continue the sentences with your own words.

- 1) If we protected the environment, _____
- 2) Acid rain wouldn't be a problem if _____
- 3) If laws were stricter _____
- 4) To help the environment I'm _____
- 5) My family and I aren't _____



WRITING

12. Which of the environmental problems mentioned in Ex.1 worry you the most. Account for your answer (about 100 words).



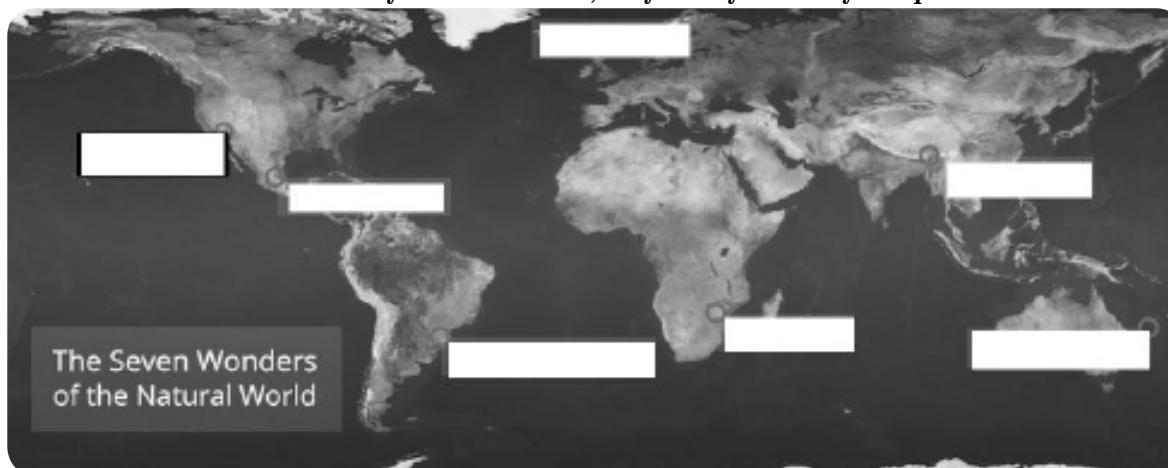
NATURAL WONDERS

WARM UP

1. Name the 7 wonders of the world. Were they created by nature or by man? Which do you think is the greatest and which could be unreal?

LISTENING

2. Listen carefully, use the map and write the names of the places as the person tells about his trip. Which of the mentioned would you like to visit, why? Why are they so special?



READING

3. Read and put the sentence in the correct place in the text.

- a) As our slogan says, "If we want to save anything, we first need to truly appreciate it!"
b) The initiative attracted 100 million votes from around the world before voting finished on November 11, 2011.
c) Other organizations created lists of the marvels of Mother Nature, but here we present the original list put together by CNN.

In 1997 the Cable News Network (CNN) put together a list of the most amazing creations of nature. While some people might dispute certain items on the list, there is no doubt that all of them are astounding examples of ecological wonders. 1)____. The New7Wonders of Nature campaign has significantly raised awareness of the incredible variety and beauty of nature around us. 2)____. This is something that is very important because more awareness and more tourism income means that these natural treasures can be better preserved for future generations.

New 7 Wonders of Nature (2007–2011) was an initiative started in 2007 to create a list of seven natural wonders chosen by people through a global poll. 3)_____.

ALL ABOUT NATURE

4. Say whether the sentences are true or false. Underline the evidence for each.

- 1) Not all people agreed with the list.
- 2) CNN was the only organization to have a list of natural wonders.
- 3) The Natural Wonders were selected to raise money for the countries.
- 4) CNN presented the first list at the end of the millennium.
- 5) People from all over the world voted for the Natural Wonders.

GRAMMAR

5. Definite article with geographical names. Study the table carefully.

NOTE!

We use the definite article **THE** with:

- Countries in plural or modified by an adjective or an of-construction: *the Check Republic, the Netherlands*
- Bodies of water: *the Amazon, the English Channel, the Atlantic ocean*
- Deserts: *the Sahara desert, the Gobi*
- Mountain ranges: *the Alps, the Appalachians*
- Points of the compass: *the North, the South Pole*

VOCABULARY

6. Landscapes. Complete the sentences below with the words from the table. Put the article where necessary.

volcano, desert, waterfall, island, ocean, canyon, cliff, mountain, reef

- 1) _____ Everest is the highest _____ in the world.
- 2) _____ Sicily is an _____ in _____ Mediterranean sea.
- 3) _____ Niagra is the most famous _____ in the world.
- 4) _____ Pacific is the largest _____ in the world.
- 5) _____ Vesuvius is best known for its eruption in AD 79 which destroyed the Roman cities of Pompeii and Herculaneum.
- 6) _____ Europe's tallest and the most popular _____, that Roman poet Virgil wrote about, is a home of a mythological god Hephaestus and a one-eyed monster Cyclops.
- 7) _____ Raja Ampat in Indonesia is home to some of the world's best diving.
- 8) _____ Kalaupapa _____ on Hawaii's laid-back Molokai island are among the highest sea _____ in the world.
- 9) _____ The Sahara, which carpets a large part of Northern Africa, is the third-largest _____ in the world.



7. Natural disasters. Match the name to the correct explanation.

- | | |
|-----------------------|---|
| 1) wildfire | a) A huge amount of stones, mud, and soil slide down and destroys everything underneath. |
| 2) drought | b) An explosion of lava and hot rocks pour down the mountain, ash rises in the air. |
| 3) hurricane, tornado | c) A sudden strong shaking of the ground. |
| 4) tsunami | d) A violent wind with a lot of rain which moves quickly in a circle. |
| 5) flood | e) A long period of months or years when a region doesn't have any rain. People can die of hunger when this happens. |
| 6) avalanche | f) Rivers overflow the banks and cover the area that is usually dry with water. |
| 7) landslide | g) A mass of snow, ice, and rocks slide down the mountain and buries everything underneath. |
| 8) eruption | h) Diseases affecting a lot of people (plague, AIDS, cholera, malaria) |
| 9) epidemics | i) Uncontrolled fire that happens in a wilderness (forest, bush). |
| 10) earthquake | j) High wave that hits the coast, destroys houses, and kills people. |
| 11) famine | k) A widespread scarcity of food caused by several factors including crop failure, population imbalance or government policies. |

8. Use the words from the previous exercise and complete the sentences.

- Last night volcano Maui ____ and since there are two villages located at the foot of the volcano, the local population was evacuated.
- The devastation caused by superstorm Sandy, particularly in New York and New Jersey, is tragic, but the ____ has at least put climate change back on the map.
- After the harshest winter in decades, the Balkans region in the southeast of Europe is now facing its hottest summer and the worst ____ across the area in nearly 40 years.
- A powerful ____ off the coast of Indonesia sparked a three-metre-high ____ that killed at least 113 people.
- A landslide caused by rains in southern China left 21 people missing today, adding to a growing death toll from China's worst ____ season in a decade.
- This summer a dozen ____, which are more common in the US, have hit Europe. The twister which swept through Poland yesterday flattened more than 400 hectares of woodland in the area.
- The US navy has been deployed to help avert a looming environmental ____ in the Gulf of Mexico.
- 200 years ago there was a great ____ in Ireland, – many people died because of the potato crop failure.

SPEAKING

9. Describe the following on the topic.

- natural disasters usual or frequent in your country;
- landscape of your country;
- seven natural wonders of your country

WRITING



10. Surf the Internet and find information about any recent disaster that has happened in the world and describe it. Write about the cause, the harm and the consequences of it. Describe how it was liquidated.



REDUCE, REUSE, RECYCLE

UNIT
2

WARM UP

1. Choose the correct answer to the questions below.

- 1) It is estimated that arctic ice may completely disappear before.....?
a) 2100 b) 2500 c) 3000
- 2) How much of the Earth's surface is covered by water, approximately?
a) 25% b) 45% c) 65%
- 3) What percentage of the world's population has no electricity whatsoever?
a) 20%% b) 30% c) 40%
- 4) How many litres of water do people need every day for drinking, cooking and hygiene?
a) 10 b) 30 c) 50
- 5) In the last 100 years the surface temperature of the Earth has gone up by?
a) 0.6°C b) 6°C c) 16°C
- 6) Approximately how many billion people are there in the world?
a) 4 b) 5 c) 6

READING

2. Read and discuss the text below.

Did you know that over a lifetime, each American throws away nearly 694 plastic bottles per second? That's 60 million a day. Over time, as plastic ages, it becomes brittle and breaks apart into tiny pellets, called "nurdles" or "mermaid tears". Much of this ends up in oceans, and much of it is plastic. These pieces make their way into the food chain and can sicken or kill wildlife. Some parts of the Pacific ocean contain six parts of plastic to one part of plankton!

The world's largest trash "landfill" isn't on land – it's in the Pacific Ocean. The so-called "Great Pacific Garbage Patch" covers an estimated five million square miles of oceans waters. That's the size of the United States, Mexico, and Central America combined!

The trash is carried – and – trapped- by a system of surface currents called the North Pacific Subtropical Gyre. A whopping 80 percent of the trash is plastic, carried from the shores of Asia and the Americas.

Preserving the planet is important. That's why David de Rothschild, a National Geographic Visiting Fellow, is leading a dangerous voyage through this very spot.

His goal is to sail from the United States to Australia on the Plastiki, a raft made from plastic bottles. Along the way, he'll report on eco-issues. "Saving the planet," says David, "is going to be one of this century's greatest adventures."

Attempting to sail 8,000 miles on a plastic raft will be next to impossible. For David, that's the point. He pushes his limits in order to inspire people to challenge and rethink their own.



3. Answer the following questions.

- 1) What is the so-called "Great Pacific Garbage Patch"?
- 2) Why is plastic harmful to the environment?
- 3) What is so daring about David de Rothschild's voyage?
- 4) What factors combine to form this massive collection of garbage?

VOCABULARY

4. Natural resources. Can you think of anything that is not provided by the Earth? Look at the sentences and say whether the sentences are true or false.

- 1) Natural resources are the raw materials supplied by nature.
- 2) Everything produced, used and thrown away originates from natural resources.
- 3) People can create natural resources.
- 4) Even though we use natural resources in our daily activities, we often do not even think of them as being resources.



Picture A.

5. Look at the map of natural resources at picture A and try to fill in the table.

Natural resources	Activity	Products
<i>air</i>	<i>fly kites, sail</i>	<i>balloons, tires, soccer balls</i>

6. How do you and your family usually use natural resources (picture B)? Draw a line from each thing on the left to the natural resource it came from on the right. Some pictures may match more than one resource, can you find them all?

7. Play "Find the Resource." Let one student name a manufactured object, such as a car. The first student to name a natural resource used in the object gets to offer the next man-made object.

8. Match the words below to make phrases.

- | | |
|---------------|-----------------|
| 1) developing | a) species |
| 2) endangered | b) change |
| 3) forest | c) agencies |
| 4) water | d) trade |
| 5) wildlife | e) crisis |
| 6) aid | f) conservation |
| 7) climate | g) countries |
| 8) energy | h) fuels |
| 9) fossil | i) shortage |
| 10) nuclear | j) power |



Picture B.

ALL ABOUT NATURE

SPEAKING

9. Use the word partners in Ex.8 to fill the gaps below. Discuss these questions with your partner.

- 1) Are you a member of any environmental_____?
- 2) How successful are these organizations at protecting the environment?
- 3) In your opinion, why is illegal _____so profitable? Which exotic animals are most at risk?
- 4) Did you know that chimpanzees are an _____? There are very few of them left in the world.
- 5) Do you know what happened at the Chernobyl_____station in Ukraine in 1986?
- 6) Do you know why _____is important? Apart from wood, what do trees provide us with?
- 7) How do you think the governments in_____should plan the future development of their nations?
- 8) Do you think we should use fewer_____to create energy?
- 9) Which recent changes in the weather and the environment do you think are due to_____?
- 10) Has the _____ever affected you? Have you ever experienced a power cut?
- 11) Why do you think there is a_____when two thirds of our planet is covered by water?

10. What could people do to produce less trash and protect their environment? Explain the meaning of these three words called the 3Rs that are a motto of waste hierarchy. Put the right name in each column and write three more examples for each one.

REDUCE	RECYCLE	REUSE
Use cloth napkins instead of paper napkins.	Donate your old clothes to charity organizations	Start your own compost pile in your yard with food scraps and yard trimmings



WRITING

11. Make a list of suggestions for conserving natural resources such as:

- not wasting products;
- don't take more napkins, towels or condiment packets than you need;
- using both sides of writing paper (or making note pads out of used single sided paper);
- finding ways to reuse things: like glass jars, plastic tubs or bottles;
- collecting unwanted items at the end of the school year that are still useable and redistributing them the next school year;
- recycling as much as you can.



OUR FUTURE IN OUR HANDS

WARM UP

- What is the future of our planet?
- What kind of footprint will you leave?



READING

1. Read the text and say whether there is such holiday in your country? How is it usually celebrated?

The first Earth Day actually consisted of two separate celebrations in 1970, one on March 21st and the other on April 22nd, organized by John McConnell and US Senator Gaylord Nelson. The efforts were merged and the April 22nd event grew in popularity. By the 1992 Earth Summit in Rio, Earth Day was mobilizing millions of people across the globe. Earth Day is when we celebrate nature, raise awareness about environmental issues, learn of ways to lighten our footprint on the planet, and send a message to the rest of the world that we care about our environment.

Earth Day is a great time to reflect. Are the decisions you make day-to-day in line with how you really want to live your life? If not, what steps will you take to make the two converge? There are many things you can do to help the environment; which will you focus on for the next year? Reducing greenhouse gas emissions? Reducing nutrient or sediment runoff on your property?

Participate in a citizen-science, conservation-minded project? Ask yourself which of your strengths you can use to help those around you make environmentally sound decisions. You may be a persuasive leader who can provide that little extra push that we often need, or you may be an introvert who can successfully lead by example. Which issues do you know less about? Decide on important local or global issues you would like to learn more about, and go for it. Use this day to commit to changes that will make a difference for the whole year.

LISTENING

2. Listen to people's ideas about their plans for Earth Day and complete the sentences.

- I _____ energy and water!
- I _____ to do a lot of things like going to school on my bicycle or not switching the lights on for a long time.
- I _____ my rubbish in a dustbin and _____ short distances.
- I think _____ like that that we _____ a better world.
- We _____ also _____ advertising to help people clean their city!



3. You can help your planet by: not wasting electricity, conserving water, recycling, reusing things and reducing your carbon footprint. What are you going to do for the Earth Day this year? Describe what you will do for Earth Day.

ALL ABOUT NATURE

GRAMMAR

4. Study the table carefully. Talk about the future.

will-future	going to-future	Simple Present	Present Progressive	Future Progressive	Future Perfect
prediction, assumption, spontaneous action	planned action or intention in the future, logical consequence (sth. is going to happen)	fact about the future, scheduled or arranged action.	planned and arranged action in the near future	action will definitely happen (it usually happens) or instead of Present Cont. for emphasis	sth. will already have happened before a certain time in the future
<i>He will carry this bag for you. I'm sure you will enjoy the film. I'll see you tomorrow.</i>	<i>We are going to fly to Leeds in the summer. Be careful! You are going to fall.</i>	<i>The train leaves at 6.45. It is my birthday tomorrow.</i>	<i>My friends from England are coming to see me next month.</i>	<i>They will be playing football on Sunday afternoon.</i>	<i>She will have finished the report by tomorrow.</i>

NOTE!

When talking about plans and arrangements, three tenses (**Going to**, **Present Continuous** and **Present Simple**) are essentially the same. However, when using the present continuous for future use, we usually include the specific time in the future.

Ex.: We're going to visit him next week.

We're visiting him next week.

We'll be visiting him next week.

5. Use the Present Simple or Continuous Tenses and future forms to complete this text.

I 1) _____ (not do) housework on Sundays normally. But tomorrow I 2) _____ (tidy) my room, because my boyfriend Jim 3) _____ (come). The bus 4) _____ (arrive) at 10. I think Jim 5) _____ (come) on time as usual, because he 6) _____ (like) to be punctual. So by this time I 7) _____ (finish) tidying. I 8) _____ (look) forward to him. We 9) _____ (have) a date every Sunday and I 10) _____ (always look) forward to him. Tomorrow we 11) _____ (have) a special date.

We 12) _____ (go) to see his parents. We 13) _____ (have) a good time, I hope.

6. Make questions to match the answers.

- 1) What time _____? The meeting starts at 8.30 tonight.
- 2) _____? No, I don't watch TV every day.
- 3) What _____ after school? I don't know what I'll do.
- 4) _____? Yes, she is going to try it.
- 5) When _____? He is leaving next month.
- 6) How often _____? She helps me twice a week.
- 7) _____? No, no. Marion won't study at university.

7. Peter is thinking about his future. He is very ambitious! Look at the dates and events and make sentences about his future using the Future Perfect Tense. Pay attention on the tips below.

2015, 2018, 2020, 2030, 2035, 2040, 2050

become a millionaire, graduate, retire to the island, start business, finish school,
buy a 10 million dollar house, sell this house for a big profit, move to an island

For example: By 2015, he will have finished school.

TIPS

- 1) Use **be about to + infinitive** to talk about actions and situations that are going to happen very soon or immediately.

Ex.: When countries are about to start a war international community calls for peace.

- 2) We can also use **be on the verge of + ing** and **be on the point of + ing**, to talk about actions and situations that will happen soon.

Ex.: The park is on the verge/on the point of closing.

- 3) We can use past forms of future forms (**Future-in-the-Past**), to talk about actions and situations in the past that were planned but did not happen, or that were planned but we don't know if they happened.

*Ex.: The park was going to be a great tourist centre.
(this was a plan but it never happened).*

- 4) Use **be + to-infinitive** to talk about plans and arrangements in formal language. It is common in television and radio news reports. We don't usually use be+to-infinitive in negatives and questions.

Ex.: The King is to visit Zabid tomorrow.

- 5) The form **to-infinitive** is common in newspaper headlines, where editors want to announce the news as briefly as possible.

Ex.: PM to fly to US.

8. Now do the same for your own future. Make up 5-6 sentences.

1) By next year, I will have ...

9. Work in pairs. Ask questions about 2100 with "Do you think ...?"

- 1) ...we will live under water?
- 2) ...we will have friendships with robots?
- 3) ...time travel will be possible?
- 4) ...we will be much healthier?
- 5) ...scientists will be able to create dinosaurs?
- 6) ...Chinese will become the world's most important language?
- 7) ...the gap between rich and poor people will become smaller?

WRITING

10. Do the following tasks.

- 1) Write 3 sentences predicting what is going to happen in the world during the next 10 years.
- 2) Write 1 thing you are going to do and 1 thing you are not going to do this year.
- 3) Write 3 sentences about plans or arrangements you have for the upcoming months.
- 4) Imagine that your best friend is very sick and can't leave the house. Write one thing that you can do to help her (using "I'll...")
- 5) What's one thing you will have done by this date next year? (Use the Future Perfect)



ALL ABOUT NATURE

WHENEVER THE WEATHER WHEREVER THE CLIMATE

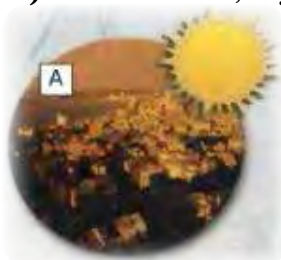
WARM UP

—What is the difference between weather and climate?

LISTENING

1. Listen to the forecast and fill in the gaps, then talk about the weather in these places.

- A) *Havana: hot, dry,, temperature high thirties.*
 B) *Hong Kong: rainy season, hot,, temperature 35C*
 C) *Cape Town: wet,, temperature below freezing*
 D) *Geneva: warm, dry,, temperature 18C*



2. Imagine you are a weather reporter. Report tomorrow's weather in these cities.

For example: It will be cool and rainy in Athens with a temperature of 15C.

35°C: boiling hot; 30°C: hot; 25°C: warm; 15°C: cool; 10°C: chilly;
 5°C: cold; -5°C: freezing cold

Athens ☁ 15°C	Istanbul ☁ 10°C	Moscow ☁ 4°C
Barcelona ☀ 17°C	Kiev ☁ 8°C	Prague ☁ 5°C
Budapest ☁ 10°C	Madrid ☀ 20°C	Singapore ☁ 33°C
Chicago ☁ 2°C	Milan ☀ 17°C	Warsaw ☁ 12°C

GRAMMAR

3. Complete the table with the missing adjectives or nouns.

noun	adjective	noun	adjective
1) sun		6) shower	
2)	humid	7)	icy
3) fog		8) cloud	
4) mist		9) wind	
5)	hot	10)	climatic

4. Study the word formation common rules.

In English many words are formed with suffixes. Here are the most common examples:

- a) **nouns for things:** -ment, -ity, -ness, -tion, -ence/-ance, -hood, -ship;
- b) **nouns for people:** -er, -or, -ist, -ee;
- c) **verbs:** (usually it's simply the shortest word form) -ify, -ise, -en;
- d) **adjectives:** -ous, -able/-ible, -al/-an, -ed/-ing, -ful/-less, -ic, -ive;
- e) **adverbs:** -ly;

5. Complete as much of this table as you possibly can.

verb	noun(s)	adjective	adverb
	<i>beauty</i>		
		<i>solved</i>	
<i>to develop</i>			
		<i>happy</i>	
	<i>impression</i>		
<i>to depend</i>			
	<i>threat</i>		
<i>to pollute</i>			
			<i>carelessly</i>
		<i>responsible</i>	

6. Form the correct words to complete the sentences.

- 1) He spent his _____ working and studying at the same time. (ADOLESCENT)
- 2) A _____ monkey begged for money as it danced to the music from the hurdy-gurdy. (PERFORM)
- 3) D-day was a _____ event in 1944. (HISTORY)
- 4) The trials for the new car powered with water were _____. (SUCCEED)
- 5) It is not very _____ that the world will end in 2020 but there is a _____. (POSSIBLE)
- 6) Most people in Africa live in extreme _____. (POOR)
- 7) What I've just told you is _____ important; don't forget it. (EXTREME)
- 8) 97% of _____ believe climate change is caused by humans, study finds. (SCIENCE)
- 9) Your _____ is not valid. You'll have to renew it by paying a fee at reception. (MEMBER)

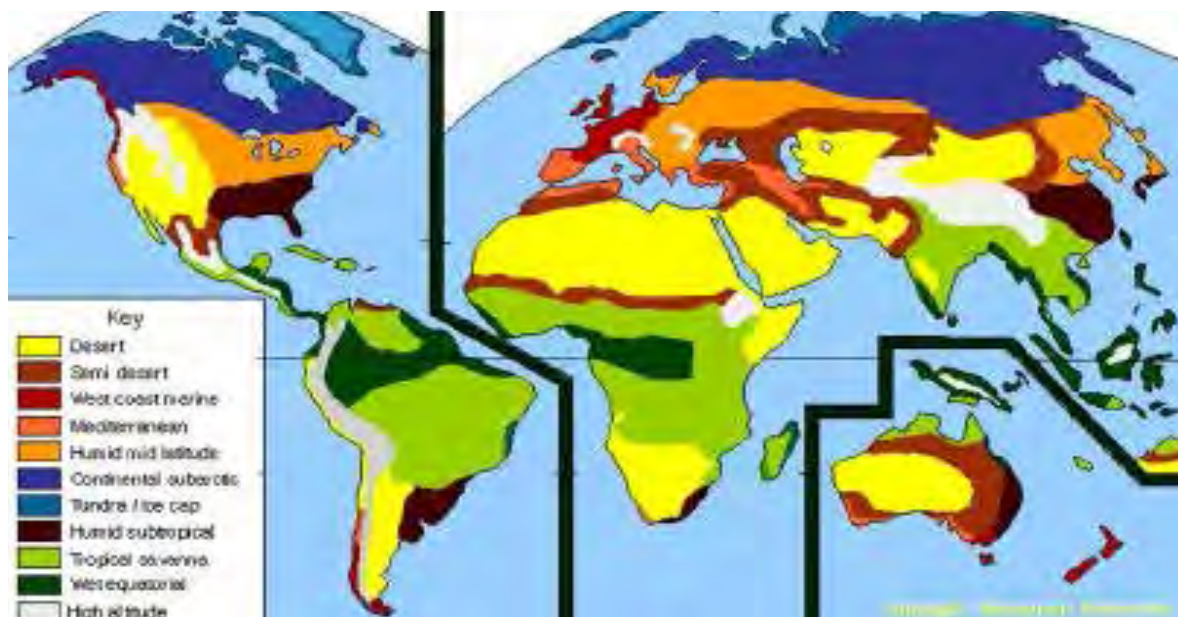
READING

7. Weather makes climate. Read the text and answer the questions below. Some of the questions are not directly connected with the text but you know the answers from your geography lessons.

WEATHER MAKES CLIMATE

Weather is the state of the air at a certain place. Conditions may be clear, cloudy, fair, rainy, humid, cold, windy, etc. The type of weather that exists from day to day depends on what kind of air masses are moving about.

Different places in the world have different kinds of weather for extended time periods. These differences make weather zones called climates. Climates vary according to their latitudes and altitudes and also are affected by the same factors as weather, but maybe thought of as localized. For the most part climate zones circle the earth in belts.



Scientists have identified 11 different climates on Earth. They are named either for the region where they occur or for the weather found there. The polar regions of Earth are the areas near the North Pole and the South Pole. They have two extremely cold climates, called ice caps and tundra. The regions near the equator are warm and tropical. They have three separate climates, known as monsoon, wet and savannah/grasslands. The subtropical regions are between the tropical regions and the Polar Regions. They have six different climates; these are called dry summer, dry winter, humid, marine west coast, the Mediterranean and wet.

- 1) What is the climate of the region where you live? Name all the climates in the world that are the same to you.
- 2) What climate zones circle the northern and southern portions?
- 3) How many climates does Australia have? What are they?
- 4) Which continents have deserts?
- 5) What climate appears along the equator?
- 6) What continent has only one climate?
- 7) What will the amount of sunlight and rainfall determine in different climates?
- 8) Are you more likely to have a warm climate in Canada or in Mexico? Why?
- 9) Why is it coldest in the polar regions?
- 10) How does the shape of Earth affect the climate of different regions?

VOCABULARY

8. Say which of the following words are weather words and which are climate ones?

temperature zone
rain forest
cold forests
polar regions
precipitation
jungles

hurricanes
deserts
drought
air masses
cold front
monsoon