

Алла Несвіт

# АНГЛІЙСЬКА МОВА

*Ми вивчаємо англійську мову*

**Підручник для 10 класу  
загальноосвітніх навчальних закладів**

(9-й рік навчання)  
Профільний рівень

*Рекомендовано  
Міністерством  
освіти і науки  
України*

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Дорогі десятикласники!

Ви тримаєте у руках підручник для профільного вивчення англійської мови. Він допоможе вам розвинути ваші мовні й мовленнєві навички та вміння, отримані на попередніх етапах навчання.

Підручник складається з вступу (Introduction) та восьми розділів (Units) основного курсу. Кожен з них присвячений темам, які вивчаються за Програмою з іноземних мов. Розділи поділяються на уроки, що висвітлюють окремі аспекти основної теми. Працюючи над матеріалом уроків, приділяйте увагу вивченню нових лексичних одиниць, які подані у таблиці “Vocabulary File”. Вчіться пояснювати значення слів англійською мовою, використовуючи при цьому вивчені раніше слова. Працюючи над граматичним матеріалом у рубриці “Grammar Lab”, звертайте увагу на використання граматичних форм у ситуаціях спілкування.

Рубрики “Listening Lab”, “Reading Lab”, “Conversation Lab”, “Writing Lab” присвячені розвитку вмінь з чотирьох видів мовленнєвої діяльності (аудіювання, читання, говоріння та письма) та пропонують завдання у сучасному форматі. Кожний розділ подає рекомендації щодо виконання різних видів письмових завдань (“Writing Lab”) та виконання проектних завдань (“Project Work”). Працювати над проектами розпочинайте на початку вивчення теми. Звичайно, працювати цікавіше разом зі своїми товаришами. Оберіть тему, розподіліть ролі, обговоріть зібраний матеріал. Мета підготовки проекту – якомога більше спілкуватися іноземною мовою, що вивчається, тому у процесі підготовки проекту використовуйте англійську мову навіть при спілкуванні з товаришами. До кожної теми вам запропоновано два проекти на вибір, один із них (Project B) пов’язаний з лінгвістичним дослідженням.

Також у підручник включено рубрику “English Beyond the Classroom”, в якій пропонуються завдання на спостереження за англійською мовою, пошук автентичних зразків мовлення, використання вивченого у нових ситуаціях.

Останні уроки кожного розділу допоможуть вам узагальнити вивчене з теми. Тестові завдання, представлені у них, подані у сучасному форматі та спрямовані на розвиток ваших умінь з аудіювання, читання, говоріння та письма.

Підручник також містить додатки. Це граматичний довідник, список неправильних дієслів, тексти аудіозаписів. Приклади розмовних формул для різних ситуацій спілкування ви знайдете на форзацах.

Якісне знання іноземної мови – крок в успішне майбутнє, можливість відчувати себе справжнім громадянином світу, який відчувається як удома у будь-якому куточку нашої планети, можливість знайти нових друзів далеко за межами нашої країни, дізнатися про їх життя і культуру та розказати їм про свою Батьківщину та ваше життя.

Плануйте свою навчальну діяльність, учіться працювати з довідковою літературою та словниками.

Успіхів вам!

З повагою,  
Автор

\*\*\*

These are the signs which will navigate you on this journey:

The Pictogram	Its Meaning
	Develop Your Listening Skills
	Develop Your Reading Skills
	Develop Your Speaking Skills
	Develop Your Writing Skills
	Homework
	English Beyond the Classroom

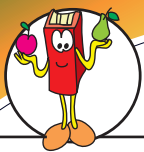
# Introduction

## Making Progress in Learning English



Amphitheater  
Public Schools





# Introduction

## Lessons 1-2

## Making Progress in Learning English

1. Read the list of activities. Say which of these are essential if one wants to be successful in learning a language (choose at least three).

doing homework

meeting new people

having an interesting textbook

*extending somebody's vocabulary*

understanding your needs and interests

getting valuable communicative practice

working with a teacher/a private tutor

learning about other people's culture

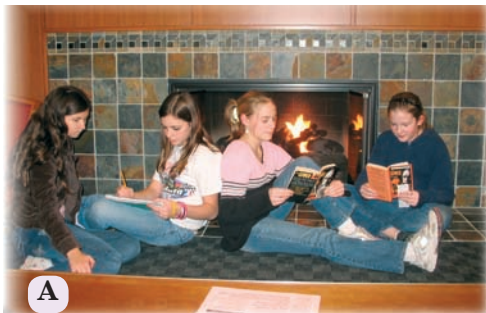
revisiting regularly developing useful learning methods

*practising grammar*

interacting with other people

2. a) Look at the photos and match them to the names of the language skills from the box given below.

speaking listening writing reading



## Making Progress in Learning English



**b) Listen and read the conversation. Say which language skills the teenagers are going to improve this year.**

**Ann:** What are your study plans for this year, Dan?

**Dan:** I understand everyday English, but my vocabulary needs to expand so that I can understand a wide range of subjects, and express more complex ideas. This year I'm going to work at my vocabulary more. Besides, I'm going to attend a language course during my autumn or spring holidays.

**Ann:** That sounds great. I'd like to be more fluent when I'm speaking too. I also want to be able to speak about things in more detail. My teacher says I need to get better at using the appropriate language when I speak. What are your plans, Alex?

**Alex:** I can understand general things when I read or listen, but I want to read texts that are relevant to my future career, and some of these contain quite specialized language. I'm going to learn and practise this.

**Ann:** We all have lots of things to do, don't we?



**3. a) Make notes about your learning goals. Write:**

- three things you think you have no problems with;
- two–three things you're going to improve this year.

**b) Work in pairs. Discuss your ideas and give reasons for your choices. Use the words combinations given below and Ex. 2 as a model.**

### Reading Skills

A text, a context, a translation, to recognize familiar words, to go through smth, to guess smth, to understand the general meaning, to understand the details.

### Writing Skills

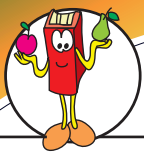
To keep a record of smth, to make a note of smth, accurately, appropriate, to be relevant to smth, in detail, a wide range of subjects, to express complex ideas, to expand vocabulary, to make mistakes.

### Listening Skills

A conversation, specialized language, to ask someone to repeat words or phrases, to explain smth, pronunciation, variants of a language (a dialect), to identify a speaker, an opportunity to check if you can understand the native speaker's speech.

### Speaking Skills

Enthusiastic, motivated, encouraging, frustrating, effectively, to persuade, to inform, to illustrate, to describe, to be aware of smth, to improve, to express smth, to have a chat with someone.



# Introduction

## Learning Strategies

### Working with a Dictionary

4. Look at the Dictionary page and read notes. Say how a learner's dictionary can help you. These examples are taken from *Longman Exam Dictionary*.

Different meanings of the word are given in the definitions, which are in simple English.

The dictionary helps you avoid making mistakes, and helps with grammar.

Words that are often used together (collocations) are given in bold.

65 **learning & learner**

**learn** [S1] [W1] /lɜːn \$ lɜːrn/ *v past tense and past participle learned or learnt /lɜːnt \$ lɜːrnt/ especially BrE*

**1 SUBJECT/SKILL** [I,T] to gain knowledge of a subject or skill, by experience, by studying it, or by being taught **TEACH:** *What's the best way to learn a language?* | **learn (how) to do sth** *I learnt to drive when I was 17.* | *Hector spent the winter learning how to cope with his blindness.* | *The teacher's task is to help the pupil learn.* | **learn (sth) from sb** *I learned a lot from my father.* | [+about] *Kids can have fun and learn about music at the same time.* | **learn what** *Youngsters must learn what is dangerous and what is not to be feared.* | *The student will learn from experience about the importance of planning.*

**STUDY NOTE Common Error**

**learn sb sth/how to do sth**  
**teach sb sth/how to do sth** *He taught himself how to play the guitar.*

**STUDY NOTE Thesaurus**

**study** to spend time going to classes, reading etc to learn about a subject  
**pick sth up** to learn something without much effort, by watching or listening to other people  
**get the hang of sth** *informal* to learn how to do something, especially by practising *It*  
**master** to learn something so well that you have no difficulty with it

**2 FIND OUT** [I,T] *formal* to find out information or news by hearing it from someone else or reading it **SYN discover** *I didn't tell her the truth. She would learn it for herself soon enough.* | [+of/about] *He learned about his appointment by telephone yesterday.* | **learn (that)** *Last week I learned that I was pregnant.* | *She was surprised to learn that he was a lot older than she had thought.* | **learn whether/who/why** *I waited to learn whether I'd secured a college place.* | *We have yet to learn who will be the new manager.*

**3 REMEMBER** [T] to get to know something so well that you can easily remember it **SYN memorize** *The actors hardly had time to learn their lines before filming started.*

**4 CHANGE YOUR BEHAVIOUR** [I,T] to gradually understand a situation and start behaving in the way that you should: **learn (that)** *They have to learn that they can't just do whatever they like.*

Phonetic symbols help with pronunciation. You can find out which syllable is stressed.

Examples of usage are provided.

It can teach you related words: this helps you build your vocabulary and select the correct word for your needs.

It helps you with style: e.g., whether words are formal or informal, slang etc.

5. You are going to read about the ways to learn English. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

## Vocabulary File

- to enrol on a language course
- English self-study software
- language learning books
- online learning
- to travel abroad
- to make up one's mind
- to advance in smth
- tuition
- valuable practice
- old-fashioned
- to be geared to someone's specific needs and interests
- to soak smth up
- to gain smb's confidence
- to get by in smth

## Making Progress in Learning English



6. Read the text. Say which way of learning English you have already experienced.

### Ways to Learn English

Making the decision to learn a language and actually going about it can be two very different things. Below is what people think about different ways of learning English – remember, you don't have to stick to just one. Choosing a combination of learning methods can often make it easier to fit language learning into your daily routine!

**Ann:** This year I've **made up my mind** to enrol on a language course. In my opinion, learning a language in a social environment like this opens me up to meeting new people, it encourages me to practise my skills and it gives me motivation to come back the following week. With a couple of hours' tuition per week I cannot expect to **advance** too far without doing some homework, though, I do a few hours' study on my own too.

**Steve:** I'm a very active and busy person, so it's difficult for me to find time for regular classes. That's why I've chosen a good *English Self-Study Software*. These are made of a few CDs and accompanying books. I can say that they have become a popular way to kick-start language learning, or boost it in between the school terms. These provide **valuable** listening and comprehension **practice**.

**Tom:** I study English with *language learning books* containing texts, grammar modules, vocabulary lists and practice exercises. These are probably **old-fashioned** but good enough to practise reading and writing skills, and to get a base in essential grammar and vocabulary. But you'll definitely need extra listening and speaking practice.



Steve

Ann

Dan

Jane

Tom





## Introduction

**Dan:** *Online learning* is totally flexible and **geared to learner's own specific needs and interests**. You have your own private tutor, and lessons can take place any time of day, for as little or as long as you want. All you need is a computer, headset and webcam. While learning online results are achieved fast – particularly in listening and speaking. As such it suits people who are short of time.

**Jane:** In my opinion, *learning a language in the country where it's spoken* is the best way to get results – and have the most fun while you're at it. When you walk out of class the lesson is only just beginning: surrounded by the sights and sounds of your chosen language and culture, you can't help but **soak it all up** and practise what you've learned with everyone from the tour guide to the bus driver. And, most importantly, you will be inspired and **gain confidence** – by being understood for the first time in a real-life situation, by realising that you have the ability **to get by in** a foreign environment.

### 7. Read the text and say if the statements are true or false.

1. Tom has decided to learn English with the help of a computer.
2. Steve has chosen a method of learning English to suit his busy and active life.
3. Ann would like to learn English in a group of people.
4. Dan finds his motivation in practising a foreign language at every step.
5. Tom enjoys working with printed resources.

### 8. Complete the sentences given below with the words from the Vocabulary File (Ex. 5). Use the verbs in the correct form.

1. The school's first priority is to ... .. of parents in their child's level of knowledge.
2. James agreed to the deal in an effort ... his knowledge of English.
3. Children ... .. language incredibly quickly.
4. Many of their ideas ... popular support.
5. This idea seems rather ... now.
6. Sometimes we had to ... .. on very little knowledge of English.
7. She has clearly ... .. to learn a second foreign language.
8. The course curriculum ... to satisfy everybody's needs.

## Grammar Lab

### The Gerund

#### 9. Complete the sentences with the Gerund.

1. ... (learn) a foreign language opens everybody up to ... (learn) about another culture.
2. You won't feel comfortable in a foreign country without ... (speak) a foreign language.

## Making Progress in Learning English



3. You can improve your listening skills by ... (watch) films in a foreign language.
4. You can hardly advance in ... (learn) a language without ... (do) regular homeworks and ... (correct) your mistakes.
5. After ... (visit) Ireland, she has made up her mind to improve her writing skills by ... (send) emails to all her new friends.
6. We look forward to ... (meet) our friends from a partner school.



**10.** Look through the text of Ex. 6 and write down the examples with the Gerund into your exercise book.

**11.** Answer the following questions. Use the Gerund.

1. Why is language learning important?
2. How much time a day do you spend learning English?
3. How often do you have a chance to practise speaking English?
4. What is the easiest (the most difficult) thing for you about learning languages, especially English?



**12.** Write down as many classroom activities as you can in three minutes. Then decide which of these activities: you would most like to do; you would least like to do; is the most difficult; is the least stressful; takes much preparation time; aims at developing reading (listening, writing, speaking) skills.

### Conversation Lab



**13.** Read and act out one of the situations given below.

1. Sometimes when learning a language you seem to make a lot of progress quite quickly, other times you don't seem to be making much progress at all, and occasionally people even feel as though they're going backwards! Talk about your language learning experience. How do you keep making progress?
2. While learning English you can use a number of different textbooks and other learning materials to avoid getting bored with the same types of lessons all the time. Talk about the books you have worked with. What activities do you consider to be interesting and which ones to be quite boring? What things can turn learning a foreign language into an enjoyable pastime?



### Homework

- 14.** Write a few sentences about your learning goals this school year. What language skills are you going to pay more attention to? What ways of learning a foreign language have you chosen for yourself?
- 15.** Comment on one of the quotations in a written form.

A different language is a different vision of life.

~*Federico Fellini*

Learn a new language and get a new soul.

~*Czech proverb*

# Unit 1

## My Family and Friends

*In this unit you will:*

*Listen, read and talk about ...*

- yourself and your family
- your friend's character and appearance
- youth life and interests
- teen problems

*Learn how to ...*

- describe people's appearance and character
- find the necessary information quickly

*Practise/ Revise ...*

- The structures Will/ Be Going To Do Smth

*Write/ Make ...*

- an email letter



# Wise Quotes

● Every father should remember that one day his son will follow his example instead of his advice.

~ *Winston Churchill*

● You don't choose your family. They are God's gift to you, as you are to them.

~ *Desmond Tutu*

● We see people and things not as they are, but as we are.

~ *Anthony De Mello*

● Friendship is the source of the greatest pleasure.

~ *Anthony De Mello*

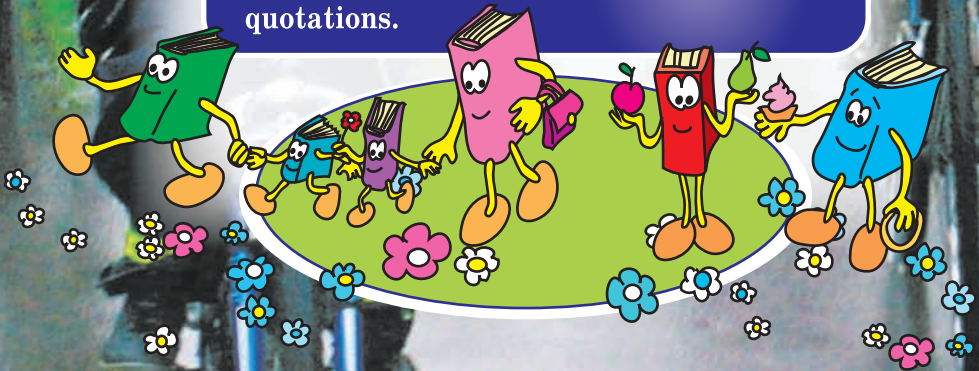
● Kind words can be short and easy to speak, but their echoes are truly endless.

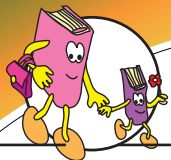
~ *Mother Teresa*

● You can't stay in your corner of the forest waiting for others to come to you. You have to go to them sometimes.

~ *A. A. Milne*

Work in pairs or small groups. Discuss the quotations.





## Unit 1

### Lessons 1-2

## Friendship Online, Why Not?

1. Look at the photos on page 15. Which words from the boxes given below do you need to describe the people on them?

### Age

a baby, a toddler (from 1 to 2 years), a child, in his/her early/late teens, a middle-aged person, in his/her early/late thirties/forties/fifties/sixties..., an elderly person

### Appearance

#### *General features*

A girl/woman is beautiful, pretty, good-looking, attractive; unpleasant. A boy/man is smart, well-dressed, handsome; unattractive.

#### *Body and build*

Strong, muscular, broad-shouldered, well-built, of average build, of medium build, weak, fragile.

#### *Height*

Big, tall, short, of average/medium height.

### Character

*Positive features:* nice, friendly, relaxed, calm, positive, loveable, respectable, lively, strong, complex, original, colourful etc.

*Negative features:* negative, shady, strange, odd, weak, unpleasant, violent, bad, rude etc.

### Relations to others

*Positive features:* sociable, encouraging, open-minded, sensitive, sympathetic, outgoing.

*Negative features:* unsociable, indifferent, selfish, self-centred, feels superior, aggressive.

*Neutral features:* lonely, shy.

### Attitude to the world

*Positive features:* open-minded, interested, curious, enthusiastic, thoughtful, reflective, polite, well-mannered.

*Negative features:* narrow-minded, short-sighted, ill-mannered, rude, impolite.

*Neutral features:* meditative, nostalgic, sceptical.



A



B



C



D



**2. Talk about the photos in Ex. 1. What do you think connects them and what makes them different? Express your opinion. Use the questions given below to help you.**

- When do you do things together in your family?
- What makes family members feel closer to each other?
- Do you think it's important to spend time together? Why?
- Why do teenagers enjoy spending time with their peers?
- Who do you think influences the teenagers' character more: family or friends? Comment on your answer.
- Where do people usually find friends?

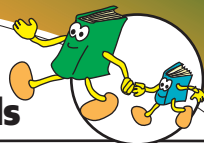
## Listening Lab



**3. Listen to the text about a social networking site. Complete the sentences given below.**

1. Friendster, a social networking site, was established...
2. Its headquarters are...
3. The site is appropriate for...
4. It connects people through...
5. The service allows users...
6. The most important and most commonly used features of the site are...





**7. a) Find the words in the text to match the definitions given below.**

1. Connected to other computers through the Internet.
2. Something that is done as a reaction to something that has happened or been said.
3. The most recent news or information about something.
4. To arrange for something important, to start such as an official process or a new play.
5. Extremely interested in something or someone.
6. A set of clothes worn together, especially for a special occasion.



**b) Listen and check your answers.**

**8. Complete the sentences with the words from Ex. 7.**

1. He was ... by her voice.
2. The site has received a positive ... from the users.
3. All the city's schools will be ... by the end of the year.
4. Many companies have ... the development of a social network.
5. She bought a new ... for a party.
6. The report provides a brief ... on the progress of the project.

**9. Read and say if the sentences are true or false according to the text of Ex. 6. Correct the wrong statements.**

1. Susan has always wanted to make friends online.
2. The girls became friends five years ago.
3. The girls give regular updates about how things have been in their lives.
4. The girls share common interests such as school life, music, shopping and most of all, beauty!
5. Susan would love to visit museums with her friend.
6. Susan is glad to have a friend in another country.

**10. a) Look at the verb forms in Ex. 6. Which ones describe: long-term situations, habits and routines, feelings and opinions; actions happened at a specific time in the past; past habits? Consult the Grammar Reference on page 278.**



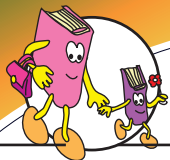
**b) Write 5–6 questions to interview your friend about people he/she communicates with. What tense forms are you going to use in your questions?**

### Conversation Lab



**11. 'Friend' is a word that can be related to all generations, age groups, and all types of people. Whether you're young or old, you need friends to survive. Work in small groups. Talk about the way to choose friends for yourself. Is it difficult or easy to be a good friend?**





## Unit 1

### Example:

**A:** Friends often mirror each other. We choose friends who have thoughts that are similar to ours, who reflect our family values, who think the way we do. The company we keep reflects and helps determine the kind of people we become. So if we want to be more ambitious, we choose a friend who is ambitious, if we want to be less short-tempered, we choose a friend who has a cool head. Friends have an influence on current habits and new habits that one may develop.

**B:** Though it's important to have friends who are like you, it's equally important to have friends with other positive qualities that will lead you to grow or develop. These friends will help you discover new ways of doing things and help you overcome challenges in a constructive manner.

**C:** Last but certainly not the least: we have to choose friends we can rely on.



### Homework

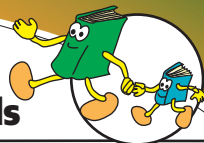
**12.** Write a few sentences about your friends. Use the words from the table to Ex. 1, p. 14 and the correct verb tenses.

**13.** Read and complete the text with the word combinations from the box.

- making friends online ● searching the Internet ● online searching ● share interests and ideas ● friendship club ● similar interests
- a lifelong friendship ● to filter your options from among thousand of profiles ● meeting in person ● a variety of profiles ●

### Friendship Clubs

Are you (1) ... in the hope of meeting new people online? These days with the Internet it's easy meeting people and (2) ... Meeting those who are like-minded through a (3) ... is becoming more popular each day as it is the easiest and fastest way of meeting new people to (4) ..., but you have to know where to look and just a little (5) ... and caution is all you need. Using a friendship clubs searching facilities (6) ..., this enables you to find those like-minded people with (7) ... to yours. When searching like-minded people you will discover (8) ... giving you a brief idea about a person's likes, dislikes and hobbies. Using *Friendship Clubs* to initially find a particular person, before embarking on a journey of (9) ... there is nothing like (10) ... .



## Lessons 3-4

## Our Friends and Their Interests



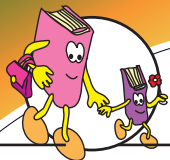
**1.** Read the list of different activities. What do you think about them? Decide which ones are trendy now and which ones are not. Then choose one or two you are interested in and say why.

clubbing watching reality shows  
 chatting on the Internet  
 travelling text messaging  
 drawing/painting cooking  
 collecting different things  
 camping taking pictures  
 going to museums/exhibitions  
 bungee jumping  
 modelling/ doing the experiments  
 reading/writing (e.g. poetry)  
 going to fitness centres

### Examples:

**A:** I live in a big town that's why I'm lucky to have numerous entertainment possibilities. There is a rich choice of museums and exhibitions in our town where I can see paintings, graphics, watercolours and sculptures. By going to permanent or temporary exhibitions I can keep up with the latest trends in contemporary visual arts. That's why going to museums and exhibitions is my cup of tea.

**B:** In my opinion, clubbing is really trendy nowadays. Joining a club gives you a chance to rub shoulders with those who have got the same interests as you do. Most towns and villages in Ukraine have clubs or community centres which cater for the cultural requirements of the population. They combine recreation and education and do a lot to help young people develop their talents. They provide entertainment, facilities for amateur science and art activities; organise concerts, shows and theatrical performances. Most cultural centres have their own amateur art groups, folk choirs or even orchestras, who quite often give public performances or concerts.



# Unit 1

2. a) Look at the photos and match them to the names of the activities in Ex. 1.  
 b) Work in pairs. Talk about the photos. Use the prompts given below.



A



B



C



D



E



F

## Talking about Likes and Dislikes

Questions	Responses
<ul style="list-style-type: none"> <li>• What do you like doing in your free time?</li> <li>• How do you like ... -ing?</li> <li>• Do you like/enjoy ... -ing?</li> <li>• Is ... popular among your classmates?</li> <li>• Do you do any sports regularly?</li> <li>• What else can you do if you live in a big city?</li> </ul>	<ul style="list-style-type: none"> <li>• I really like...</li> <li>• I really don't like...</li> <li>• I hate it.</li> <li>• I prefer...</li> <li>• It's cool/brilliant/great!</li> <li>• I don't mind it.</li> <li>• It's awful/boring.</li> </ul>

3. Read the dialogue. What do the children say about their free-time activities?

**Jessica:** Hi, Brian! Nice to see you! Are you going to the sports centre?

**Brian:** Yes, my training starts at 5. We are going to participate in the tennis tournament soon.

**Jessica:** It's great. I'm not into sport, although I go swimming and do aerobics sometimes. I do this just to keep fit.

**Brian:** But music and singing is your cup of tea. I've heard you singing at the school party. It was amazing! Have you been practising long?

**Jessica:** Since childhood. I do believe that I'll be able to make it my career in future.

**Brian:** Music and singing take almost all of your free time, don't they? Or do you enjoy doing anything else?



**Jessica:** Roller-skating is my passion, but I don't like ball games.

**Brian:** Then what about roller-skating in the city centre this Sunday?

**Jessica:** It sounds good. Could you give me a call on Saturday?

**Brian:** Of course. And hope to meet you! Bye!

**Jessica:** Bye!

## Reading Lab

- 4.** You are going to read the text about teens and their interests. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

### Vocabulary File

- jolly ● a pastry cook ● an apron ● to amaze ● to dream of (doing smth)
- loyal ● to attend ● probably ● a psychologist ● the human brain
- the powerful tool ● an initiative ●



- 5. a)** You're going to read the texts about four teenagers. For questions (A–J) choose from the people (1–4). There are two choices which match each person. There are two statements which you don't need. Follow the recommendations given below.

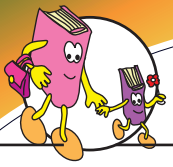
### Learning Strategies

- Skim the instructions, the questions and the opening sentence of each text.
- Find the key words in the question and scan the text searching for key words and information.
- The words in the questions and the texts are not the same, but close in meaning.

- b)** Comment on the choices you've made. Find the correspondent facts in the texts and read them aloud.

This person ...

- A wants to help people in reaching their aims
- B wants to treat other people to tasty things
- C is going to connect his/her life with the studies about the world
- D is ready to find solutions out of the problems
- E is planning to find out more about the unknown areas
- F wants to know more about the hidden secrets of people
- G has already travelled a lot and had wonderful adventures
- H is going to take after his/her grandmother
- I thinks of studying artificial intelligence in future
- J is greatly involved in the activities connected with his/her future career



# Unit 1

1.



Ben **dreams of** visiting exotic countries and taking fascinating trips. He likes to read about different scientific expeditions and unexplored territories. He is sure that breathtaking adventures are waiting for him. He'll be ready to meet all challenges on his way to the new discoveries in his future.

2.



Jenny is going to be a journalist and a **psychologist** in future. She likes to go to new places, meet new people and make new friends. She knows that many facts about the life of famous people are still to be discovered. She is sure that **the human brain** is **the powerful tool** which helps people to achieve success in all **initiatives**. She'll probably make wonderful discoveries about human nature in the future.

3.



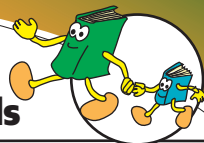
Tania is a lively girl. She likes holidays, her family and **jolly** crowds of friends. She is going to become **a pastry cook**, wear a white **apron** and a special cap, and **amaze** everyone by making delicious cakes and cookies as her Granny does.

4.



Fred is a very serious boy. He has a **loyal** friend, his dog Rex. They like to go to the forest and listen to the birdsongs together. Fred has an album with bird pictures which he drew. He **attends** the Nature Study Club at school and knows a lot about birds and animals too. **Probably** his future profession will be connected with animals and birds.

1	2	3	4



## Grammar Lab

### Talking about Future: *Will* and *Be Going to Do Smth*

 **6.** Listen to the dialogue between Ann and her Aunt Olha. Choose *will* or *be going to*.

**Ann:** It's my birthday soon. I'm *going to*/I'll be sixteen next Friday.

**Aunt Olha:** Oh, really? *Are you going to*/Will you have a party?

**Ann:** I'm *going to*/I'll have lunch in a café with a few friends.

**Aunt Olha:** That is *going to*/That'll be nice.

**7.** Study the information. Match the sentences with *will* and *be going to* from Ex. 5 and examples in the dialogue of Ex. 6 with the uses in the tables.

1.

WILL	BE GOING TO
<p><i>Will</i> has a neutral meaning. We use it to talk about facts in the future. <i>Will</i> does not usually express an intention.</p> <p>e.g. <i>I'll be sixteen next Friday.</i></p>	<p><i>Be going to</i> states an intention or something we have already decided to do.</p> <p>e.g. <i>We're going to have lunch in a café.</i></p>

*It's her birthday. She's going to have lunch with her friends.* not *She'll have a meal.*

But we often use *be going to* for an intention and *will* for the details and comments.

e.g. *We're all going to have lunch. There'll be about ten of us. – Oh, that'll be nice.*

As well as *be going to*, we can use the Present Continuous.

e.g. *We're all going to have/We're having lunch next Friday.*

### 2. Decisions and intentions

WILL	BE GOING TO
<p><i>Will</i> states an instant decision or agreement to do something.</p> <p>e.g. <i>There's a post office, I'll buy some invitations.</i></p> <p>(Ann is deciding now.)</p>	<p><i>Be going to</i> means that we have already decided.</p> <p>e.g. <i>I'm going out. I'm going to post the invitations.</i></p> <p>(Ann has already decided.)</p>

### 3. Predictions

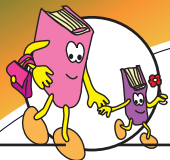
We can use *will* for a prediction about the future.

e.g. *I hope everyone will have a good time.*

We use *be going to* for a prediction, when we see from the present situation what is going to happen in the future:

e.g. *You've bought much food. Are you going to have a party?*

It is often possible to use either form in a prediction. Usually *be going to* is a little more informal and conversational than *will*.



## Unit 1

### 8. Complete the list of collocations with the words from the box.

- a DVD • a rest • bed early • at your friends • a meal • basketball  
• dancing • the paper •

1. To go for coffee / a walk / ...
2. To go to the cinema / the park / ...
3. To go home / shopping / ...
4. To play football / the piano / ...
5. To watch TV / the Olympics on TV / ...
6. To read my notes from class / my book / ...
7. To stay at home / here / ...
8. To have something to eat / a shower / ...

### 9. Complete the conversations with ONE word from Ex. 8 in each space. An example has been done for you. Explain each use of *be going to*.

*Example:*

A: What are you doing later?

B: I'm just going to stay at home and watch TV.

1. A: What are you doing this afternoon?  
B: Nothing much. I'm just going to sit around and ... my book.
2. A: What are you doing tomorrow?  
B: I'm going to go for a ... by the river with some friends.
3. A: What are you doing this weekend?  
B: I'm going to ... to Oxford with my boyfriend/girlfriend.

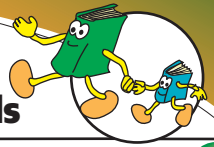
### 10. Work in pairs. Make similar dialogues and act them out in class. Use the prompts given below.



1. A: later?  
B: go / eat something / my friend
2. A: tonight?  
B: stay at home / bed early / tired / you?
3. A: weekend?  
B: cinema / boyfriend / watch a new film
4. A: now?  
B: much / just / go home / have something to eat / you?
5. A: after the class?  
B: go home / read my notes from class / you?



### 11. Write 3 or 4 sentences about your/your friend's hobbies or interests. Take out every 5<sup>th</sup> word, but leave the first letter. Exchange papers with a classmate to see if he/she can use the sound and the sense clues to supply the missing words.



## Learning Strategies

When you come to an unfamiliar word in reading, consider all the sound and sense clues. Keep that plan in mind as you read the next story. It will help you read the sentences like this.



**12. a) Make notes about your own future. Write:**

- three things you're going to do with your friends next week;
- three things you think you'll do after you finish school.

**b) Work in small groups. Share your intentions and predictions about your future.**



## Homework

**13. Write a few sentences about your free-time activities. What are you going to do during the weekends?**

**14. Comment on the quotation. Use the structures *will* or *be going to*.**

You can become blind by seeing each day as a similar one. Each day is a different one, each day brings a miracle of its own. It's just a matter of paying attention to this miracle.

~ Paulo Coelho

## Lessons 5-6

## Family Matters

**1. Look at the photos. What can you say about these people? What are their relations?**



A



B

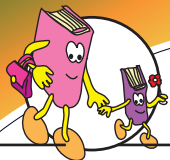


C

**2. Work in pairs. Discuss the questions.**

1. How much do you want to be independent from your parents?
2. Do you often have a heart-to-heart talk with your family members?
3. What is a family everyday moment that you like? Why?
4. What family traditions would you like to keep in the future?
5. Who is a family member you admire?





## Unit 1

3. You are going to read the text about the girl's mother. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.

### Vocabulary File

● an impact ● an inspiration ● to ensure ● remarkable ● determined ● to encourage ● frustrated ● to put pressure on smb ●



4. Read the text and say what traits of mother's character the author writes about.

### The Person Who Inspires Me

By Ann

Successful people in every field have certain characteristics in common. It is worth our time to analyze the characteristics of a person who is now where we would like to be in future. Some teens turn to pop singers or actors for **inspiration** but many find inspiration much closer to home. I'm one of them. My mum is my role model, a person who has made a major **impact** on my life.

My mum is a tall beautiful fair-haired woman of about 40. She has the kindest greenish-grey eyes and a nice smile. She is easy-going and friendly and we always have a great time together.

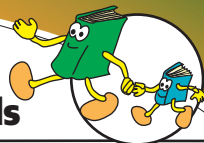
My mum works hard Monday to Friday **to ensure** that everyday basic needs are met for our family. She is very successful because she's very **determined** and hard-working. Although she works really hard for our family, she manages to find time for me. She says that the family comes first and then a career.

My mum is a truly **remarkable** person. We often joke in our family that our house has a star in the window to signal a safe place for everyone. My Mum always offers a helping hand to others – a kind word, a joke or a listening ear. Ours is a house where there is always a big, delicious meal and plenty of extra seats for those who would stop by and for those who sometimes come and stay. My mum simply loves people and they love her.

We are very close and we often share secrets. We work together to solve our problems. My mum is very supportive, **encouraging** me to study well. She says I mustn't be so **frustrated** about my failures and cry so much. My mum's photo is on my desk and every time I have to take a serious decision I check as if it were her choice. It helps me in my walks of life.

My mum is my inspiration because she never **puts pressure on** me. Her achievements make me work on my own personality. I try to do my best to be successful in my studies. I've got many friends and they can always rely on me.

It is impossible to become exactly like someone else and there is no need to. We have to remain ourselves but strive to acquire new traits of character to help us achieve our goals.



**5. Choose the correct item (A, B or C) to answer the questions (1–4) according to the text.**

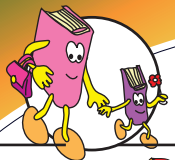
1. What is a great pleasure for the author?  
A to write about the beauty of the world  
B to write about the person who has made a major impact on her life  
C to write about the people who help in life
2. What sentence best describes the mother?  
A She's a truly remarkable person.  
B She's pleasant most of the time.  
C She is too dedicated to her work.
3. How is the girl's mother supportive?  
A She encourages the girl to study well and helps her solve the problems.  
B She gives her enough pocket money.  
C She tells the girl what to do.
4. Why does the girl consider her mother to be an inspiration?  
A She always praises her daughter.  
B She does all the work for her daughter.  
C She never puts pressure on her daughter and she lets her express herself freely.

**6. Complete the definitions with the words from the Vocabulary File (Ex. 3).**

1. ... is a powerful effect that somebody or something has on another person.
2. ... is unusual or surprising and causes people to take notice.
3. ... means to give somebody the desire, confidence and enthusiasm to do something well.
4. ... means feeling annoyed and impatient because you cannot do or achieve something.
5. ... means to make sure that something happens.
6. ... means to force or strongly persuade somebody to do something.
7. ... means a good idea about what you should do, write, say etc, especially one you get suddenly.
8. ... means having a strong desire to do something, so that you won't let anyone stop you.

**7. Complete the sentences with the necessary words.**

1. Computers have had a significant ... on the way we study.
2. She ... many young people to take up sport.
3. He gets ... when people don't understand what he's trying to say.
4. Susan has made a ... progress in learning English.
5. Teachers should ... that students understand the work.
6. My father has always been a source of ... for me.
7. Mark was ... to begin playing the guitar by his father.
8. Jack was ... that the same mistakes would not be repeated.



# Unit 1



## Homework

- 8. Think of a person you consider to be your role model. Write 10 sentences about his/her character. Use the words from Ex. 3 and the recommendations given below.**

### Learning Strategies

While describing someone's character:

- **Try to avoid using simple general words.**

For example, instead of saying that someone is 'kind', you can use such words as **considerate**, **generous**, or **sympathetic**.

- **It's good to give a real example of an occasion that shows that what you are saying is true.**

For example, instead of just saying that someone is **helpful**, you could say: *Sue is very kind and helpful. When I first started college she made me feel at home and showed me where everything was.*

- **If you want to say that someone does something often, and this is an important part of their character, you can say that they are always doing something.**

For example:

*Margaret's very considerate – she's **always** helping people.*

If you want to say that someone sometimes behaves in a particular way, you use **tend to be** or **can be**, especially when talking about negative qualities:

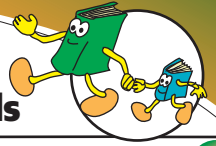
*She **tends to be** rather impatient. He **can be** very moody at times.*

Taken from *Longman Essential Activator*

### Writing Lab

#### Writing a Composition

- 9. Work in pairs. Look through the composition of Ex. 4 and discuss the questions.**
- Who does the person write about?
  - What life situations does she describe?
  - Does the author describe her Mum's appearance?
  - What does she say about the mum's personality?
  - Does the author include any examples?
- 10. Say in which paragraph the author:**
- talks about reasons a teen needs a role model;
  - describes her Mum's appearance;
  - writes about the mother's success at work;
  - writes about the mother's character traits;



- talks about the relationships between her mother and other people;
- explains why the mother is a person who inspires the girl.

## 11. You are going to write an essay about your role model.

a) Before you begin, answer these questions:

1. Who is your role model?
2. How many paragraphs will your composition contain?
3. What is each paragraph going to be about?
4. What examples do you need to include in your composition?
5. What are your views about your future?



b) Write an essay plan.

c) Write notes for each paragraph. Think about the details and examples from your personal experience.



## Homework

## 12. a) Write a composition/an essay “The Person Who Inspires Me”.

b) When you have finished your composition, proofread it. Make sure you've:

- used the correct language (grammar and spelling);
- used important details (check with your notes);
- added examples from your life;
- written at least five paragraphs;
- written a conclusion/a summary sentence.

## Lessons 7-8 One Day in My Life...



1. Look at the photos and answer the questions.

- Where are the people?
- What are they doing?
- What emotions do they have?
- Do you think these events will be kept in their memories?



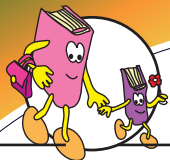
A



B



C



## Unit 1



**2. a) Think of one particular day/event in your life: either a good one or a bad one. What made you remember this day? Write notes on the following questions:**

- when the event happened;
- who you spent this day with (or you were alone);
- what kind of memories you've kept for years;
- what life lessons you got from it.

**b) Work in pairs. Share your experiences with each other. Ask and answer questions to know the details about your friend's experience.**



**3. Read the following sentences. What do you think the words and phrases given in bold print mean? Work out their meanings from the context. Don't use the dictionary.**

1. A special moment in life can sometimes **turn out** to be much more than we initially expect.

### **Turn out means**

**A** to force someone to leave a place permanently, especially their home

**B** to happen in a particular way or to have a particular result, especially one that you didn't expect

**C** to empty something completely by taking out the contents

2. I could always talk to my dad. We've shared so many funny and crazy **memories!**

### **Memories mean**

**A** the ability to remember things, places, experiences etc

**B** something remembered from the past about a person, place or experience

**C** during the time that people can remember

3. Occasionally, I recommend: **step out** of daily habits and challenges, and think about who you'd like to give your most valuable gift of time.

### **To step out means**

**A** to start doing something new or become involved in a new situation

**B** to decrease an activity or a process to think and improve a situation

**C** leave your room or office for a short time

**4. You are going to read the text about the role of a family in people's life. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.**

## Vocabulary File

- to turn out
- profound
- long-awaited
- potentially
- snow chains
- a resort
- to recall
- to step out
- a challenge



**5.** Read the text. Choose from (A–H) the one which best fits each of (1–6). There are two choices you don't need.

## One Day in My Life...

A special moment in life can sometimes **turn out** to be much more than we initially expect. This moment can be so **profound**, **1.**  how important it actually was and how much it meant.

It happened last year during my Christmas holidays. It was a **long-awaited** moment for me. Since we live in Zakarpattia, these days would become one of the Christmas celebrations that we see in films: snow-capped mountains, light snowfall, candles, carols and cold winter days!

I was watching the news on the weather channel with my parents **2.**  if I would like to go skiing with him the following day. Of course I wanted to go, because I love skiing in the mountains! My mum and my sister did not join us, so it was just my dad and me! What great adventures they were going to be! I almost couldn't sleep that night, **3.** . He has always been so busy with his work!

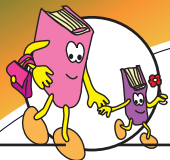
Early in the morning we left our house. It would have taken us about two hours to get there, if there hadn't been so much snowfall; we were forced to install snow chains. If we hadn't installed the snow chains, we would have kept sliding and not going forward. **Potentially**, we could have ended in a car accident. It took us – or better my dad – about 20 minutes to put the chains on the wheels. My dad had such a big smile on his face **4.**  asking him if he could teach me how to change **snow chains**. He explained it and also started to tell me some ski adventure stories he had as a teenage boy. By the way, my dad used to be a ski teacher about 20 years ago.

When we finally got to the ski **resort**, the sun was shining brightly, **5.** . We skied like crazy, nonstop, up and down the hill. We also had a traditional ski lunch together. I could talk to my dad about everything. How many funny and crazy memories we both had to share with each other!

The ski adventure trip brought my dad and me so much closer together. It will always be one of the best memories I ever experienced with him.

As the modern industrial world is mainly focused on money and careers, I strongly believe that the most valuable gift we can give each other is time! We don't always **recall** that it is the time **6.** . I recommend to everybody, occasionally **step out** of daily habits and **challenges**, and think about who would like to give the most valuable gift of time. Time is here to observe, listen, give and change.

- A because I was so excited to go just with my dad
- B because I had dreamt about such a trip
- C that only with time you know
- D that brings people closer together



## Unit 1

- E when my dad suddenly asked
- F when I explained what happened
- G when I showed an interest
- H and we put on our skis

### 6. a) Find the words in the text to match the following definitions.

1. Something that tests one's strength, skills, or abilities, especially in a way that is interesting.
2. Expected hopefully.
3. A place frequently visited by people for relaxation or recreation.
4. To happen in a particular way or to have a particular result, especially something you did not expect.
5. To remember a particular fact, event, or situation from the past.
6. Now and then; from time to time.

### b) Complete the sentences with the words from Ex. 6a.

1. You don't happen to ... her address, do you?
2. He now faces the biggest ... of his career.
3. My dad often takes my friends and me to ski ... to France.
4. We only see each other very ...
5. The most ... moment was hearing the test results.
6. It was a difficult time, but eventually things ... all right.

### 7. Work in pairs. Discuss the text of Ex. 5.

1. When did the events described in the story happen?
2. What fact made the event so important for the author?
3. What feelings did the child have while telling the readers about his/her life experience?
4. What life lesson did he/she learn for himself/herself as a result of that event?
5. What helps us communicate with each other?
6. Have you ever had similar experience in your life? How did it influence your personality?

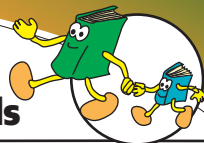
## Talking about Your Impressions

What...!	How...!
What an exciting trip it has been!	How exciting the trip has been!
What great adventures they will be!	How great the adventures will be!
What a wonderful place it is!	How wonderful the place is!

### 8. Choose one of the word combinations from the box given below and give a suitable answer.

*Example:*

We enjoyed the trip greatly. – *What a wonderful trip it was! How wonderful the trip was!*



- a great idea ● nasty weather ● the breathtaking landscape ● a cool disco ●

1. The music was perfect and the DJ was really super.
2. This is such a picturesque place.
3. I think it's going to rain again.
4. Let's have a rest in the Crimea!

## Grammar Lab

### Talking about Past Situations or Past Habits Which No Longer Exists: *Used to*

#### 9. Read the information in the table given below.

(a) I <i>used to live</i> with my sister. Now I live in my own apartment. (b) Mary <i>used to like</i> the Japanese cuisine, but now she adores the French one.	<i>Used to</i> expresses a past situation or habit that no longer exists. FORM: <i>used to</i> + the simple verb form
(c) <i>Did</i> you <i>used to live</i> in Milan? (OR <i>Did</i> you <i>use to live</i> in Milan?)	QUESTION FORM: <i>did</i> + subject + <i>used to</i> (OR <i>did</i> + subject + <i>use to</i> )*
(d) I <i>didn't used to eat</i> much at breakfast, but now I always eat much in the morning. (OR I <i>didn't use to eat</i> much.) (e) I <i>never used to eat</i> very much at breakfast, but now I always eat well in the morning.	NEGATIVE FORM: <i>didn't used to</i> (OR <i>didn't use to</i> )* <i>Didn't use(d) to</i> occurs infrequently. More commonly, people use <i>never</i> to express a negative idea with <i>used to</i> , as in (e).

\* Both forms (spelled *used to* or *use to* in questions and negatives) are possible.

#### 10. Read and correct the mistakes.

1. As a teen, Peter used to watching horror movies.
2. Mary used to worked at school.
3. Jean was used to do a research, but now she works in business.
4. What you used to eat?
5. I didn't was used to get up early, but now I do.
6. Were you used to live in Spain?
7. I used to being shy, but now when I don't agree, I'm never silent.



#### 11. Work in pairs. Take turns to ask and answer the questions using *used to*.

*Example:*

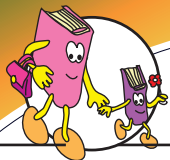
Where did you used to live?

A: Where did you used to live?

B: I used to live in London. And you? Where did you use to live?

A: I used to live in Beijing.





## Unit 1

1. What music did you used to listen to when you were a child, and what music do you listen to now?
2. You are a grown-up now. What did you used to do when you were a child that you don't do now?
3. You lived abroad for some time. What did you used to do in that foreign country and what you don't do now?
4. Recall one particular day from your holidays. What did you used to do?

### Conversation Lab



#### 13. Speak in class.

1. Compare past and present fashion of men clothing. How are they different?

*Example:*

*Pants used to be wide, but now they are not.*

2. Compare the daily lives of people twenty years ago with the daily lives of people today.

*Example:*

*Twenty years ago people didn't use to live in suburbs, but today people prefer to leave big and noisy cities.*

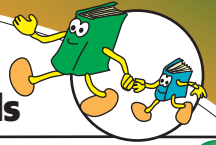


### Homework

14. Write a plan of the text (Ex. 5). Then write a short summary of the story in 5–7 sentences. Focus on the events and the person's feelings about them.
15. Read and complete the story with *used to* and the verbs from the box given below.

be allowed   help   lie   argue   wear   be   hold   ask  
be   help   start   tell

I'm 85 now and things have changed a lot since I was young. When I was growing up, people were much more polite. Men always (1) ... doors open for women, people would offer bus seats to old people, but nobody does that any more. Young people never (2) ... with their parents, but many teenagers nowadays do that kind of thing. The families (3) ... much bigger. And the families (4) ... rich by the number of children they had. Young people always (5) ... working at the very early age. Boys (6) ... their fathers in the field or to shepherd the cattle. Girls (7) ... their mother to work in the vegetable garden or around the house. Sixty years ago, young women never (8) ... to go out without someone to watch them. Girls never



(9) ... make-up either. It wasn't allowed. All that has changed. Parents were stricter then, too. My dad always (10) ... me where I was going and he (11) ... me what time he wanted me home. I never (12) ... to him or break his rules. I was too scared! It's probably nicer being young nowadays because parents are more liberal.

## Lessons 9-10 Life Challenges



**1. a) Work in pairs. Look at the photos (A–G) and discuss the questions given below.**

- Where are the teenagers?
- What feelings do they have?
- Do they enjoy their time with the adults?
- What life situations do you think made the teenagers laugh (feel sad, cry...)?



**b) Read the dialogue and match it to one of the photos above. Say what helps a boy and a father build a good relationship.**

**Max:** Hello, Dan!

**Dan:** Hi, Max! Where are you going?

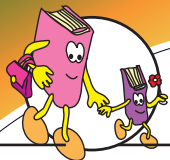
**Max:** To the Sports Centre. My father and I both have a training session today.

**Dan:** Your father? Do you train together?

**Max:** Yes, my father is usually busy with his work but physical training is the quality time that we spend together.

**Dan:** Does sports help you to get on well with your father?

**Max:** Of course, it does. My Dad is the person who understands me best. He always gives sound advice or a helping hand when I need it.



# Unit 1

## Listening Lab



**2. a) Listen to Miss Alison talking about lifestyles. Complete the lecture with the words from the box given below.**

- cultural symbols
- in business
- interact
- accepted
- values
- a lifestyle

## What Is Lifestyle



A lifestyle is the way a person lives, which includes patterns of social relationships, entertainment, and dress. (1) ... typically also reflects individual attitudes, (2) ... and opinions.

A lifestyle develops a sense of self-identity and creates (3) .... The behaviours and practices within a lifestyle are a mixture of customs, or conventional ways of doing things, one's habits, and one's reasoned actions.

(4) ..., a lifestyle refers to life patterns which involve how people live, spend their time and use their money. As a construct that helps consumers (5) ... with their world, a lifestyle is a subject to constant change.

In the environment, a lifestyle is often associated with a particular footprint. Green lifestyles are those lifestyles that consume less of the planet's natural resources.

"Lifestyle", is the (6) ... or partially accepted differences within the majority culture.

Taken from *Wikipedia*, the free encyclopedia



**b) Talk about yourself. Use the questions given below as a plan.**

- What do you like doing?
- How do you spend your free time?
- Do your friends and relatives support you in all walks of life?
- Do you sometimes face challenges?
- What kind of lifestyle do you lead?

## Reading Lab

**3. You are going to read the text about adolescence. Look through the words in the Vocabulary File. Consult the dictionary to know their meanings.**



## Vocabulary File

- adolescence ● transition ● adulthood ● dependency ● an adjustment
- to distinguish ● to get through ● an argument ● compromising
- misunderstanding ● from the first sight ●



### 4. Read the text and talk about teen challenges.

## Adolescence and Life Challenges

Children up to the age fourteen, so up to the end of primary school, are mostly interested in small unimportant things. They don't have much to do and they don't have many responsibilities.

**Adolescence** is a period of **transition** between childhood and **adulthood**. It is a period when one moves from **dependency** to autonomy. It is the period demanding significant **adjustments** to the physical and social changes which **distinguish** a childhood behaviour from an adult behaviour. It is a period of rapid physiological changes and new social roles.

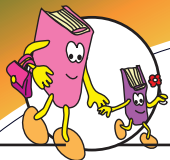
One can often face a number of challenges and dilemmas. How much the person makes contact with adults depends on the personality. Of course, there are periods when everything seems to be more difficult but one can **get through** them. As a teenager you see the world absolutely differently than the grown-ups. When **arguments** happen, you just have to stop and think, perhaps both you and your parents are right. **Compromising** is very difficult; but this may be the only way to find the right solution.

Relationships among teenagers are stronger than among adults. Your only responsibility is school so you spend more time with friends. This builds stronger relationships.

Sometimes there are **misunderstandings** between you and your close friends. But this is not the end of the Universe. The teen world is not as complicated as it looks **from the first sight**. You just need to learn to make decisions by yourself and become responsible for them.

### 5. For questions (1–4) choose the correct answer (A, B or C) according to what the text of Ex. 4 says.

1. What are children up to the age fourteen interested in?
  - A playing computer games
  - B small and unimportant things
  - C communicating with friends
2. What is adolescence?
  - A a period of transition between childhood and adulthood
  - B the time when you are grown up
  - C a term of psychology



## Unit 1

3. What changes take place in this period?  
A changes in behaviour and relationships  
B rapid physiological changes and new social roles  
C changes in character
4. What do you need to learn?  
A what to do in conflict situations  
B how to solve problems  
C to make decisions by yourself and become responsible for them

**6. Complete the definitions with the words from the Vocabulary File.**

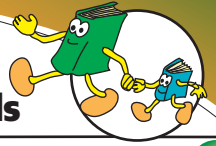
1. ... means to recognize the difference between two people or things.
2. ... is a conversation or discussion in which two or more people disagree.
3. ... is an agreement made between two people or groups in which each side gives up something they want so that both sides are happy in the end.
4. ... is the time in a person's life when he or she develops from a child into an adult.
5. ... means a slight disagreement or argument.
6. ... is a change in the way a person behaves or thinks.

## Phrasal Verbs

**7. Look at the table. Then use the phrasal verbs to complete the sentences.**

- **to get about** – *to go or travel to different places*
- **to get across** – *to succeed in communicating an idea or piece of information to someone, or to be communicated successfully*
- **to get ahead** – *to be successful and do better than other people in a job or work*
- **to get along** – *to have a friendly relationship*
- **to get at** – *to keep criticizing someone in an unkind way; to discover information*
- **to get away** – *to take a holiday away from the place you normally live*
- **to get back** – *to return to a place*
- **to get by** – *to have enough money to buy the things you need, but no more*
- **to get out of smth** – *to avoid doing smth you have promised to do or are supposed to do; to enjoy smth you do or experience*
- **to get over smth** – *to become well again after an illness*
- **to get through** – *to do an amount of work*

1. Liz was determined to ... the truth.
2. We must ... the simple fact that smoking is dangerous for our health.
3. They've got a lot of work to ....
4. My parents don't earn a huge salary, but we ...



5. It's taken me ages to ... the flu.
6. Tom and I have always ... quite well.
7. My father ... to his office just before lunchtime.
8. They've bought a new car which they are going to use for ...
9. Why is he always ... me?
10. Will you manage to ... this summer?
11. He soon found that it wasn't easy to ... in the show business.
12. Children can ... a lot ... being involved in community projects.

### Conversation Lab



**8. Look, compare and contrast pictures. What do people look like on the photos? Give reasons for family misunderstandings which happen sometimes. Is there a way to avoid them?**



**9. Work in small groups. Talk about the life challenges you've experienced. What helped you find the right solutions to them? Who do you usually turn to for advice?**



### Homework

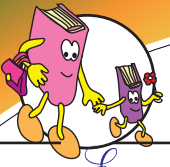
**10. You've found the following letter in the youth magazine *TeenLife* and decided to respond. Write a letter of about 70–80 words to Susan. Tell her how you build relationships with your parents. What helps you to overcome misunderstandings which happen sometimes?**

*Dear TeenLife,*

*I am a 15 year-old girl and the only child. My problem is that my parents don't let me go out anywhere. I can't go to parties or discos like others of my age. My parents are also suspicious of my friends and keep asking me questions. Even if I am only a few minutes late coming back home, they ask me too many questions which start with Where? Why? Who?*

*What can I do to help my parents believe me?*

*Susan*



# Unit 1

Example:

Hi, Susan,

Though it may not sound like it, you parents really love you and are just being protective. Maybe the fact that you are an only child makes you more special to them. All their questions just reflect their love and concern. This doesn't mean that you should follow everything they say. Make your point clear but do it gently. The best way is to have a heart-to-heart talk with them. They'll surely listen. Maybe they ask you too many questions because they don't know your friends. Why don't you ask a few friends home and let your parents get to know them better? Once your parents are satisfied that you are "hanging out" with good people, they'll surely let you go out. We've asked our readers to tell us about their experiences and we'll publish their letters in the next issue.

TeenLine

## 11. Put the verbs in brackets into the correct tense form.

**NATURE ADVENTURE ADVENTURE ADVENTURE ADVENTURE**

**ADVENTURE ADVENTURE ADVENTURE ADVENTURE ADVENTURE**

We (1) ... (to offer) family rafting trips since 1969. And we (2) ... (to know) that you and your family members (3) ... (to put) many hopes into your vacations. You (4) ... (to expect) to have the time of your lives. You also (5) ... (to want) to be relaxed enough. On our Family Friendly vacations you can feel (6) ... (to be) united and dependent, adventurous and easy-going while (7) ... (to spend) your time together.

We also (8) ... (to know) that you dream of (9) ... (to fill) your family vacation album with meaningful and joyful memories. It could be playing frisbee or volleyball on one of the huge sandy beaches along the Lower Salmon River after a refreshing swim or perhaps rafting on the exciting Main Salmon Rapids before soaking in a natural hot spring. It could also be a lazy breakfast on the Rogue River; or seeing a family of moose as they drink from Wyoming's Snake River.

These are the kinds of lifelong memories your family (10) ... (to carry) away after this family adventure vacation. Only they (11) ... (to be) even better, because they (12) ... (to be) yours.

**ADVENTURE ADVENTURE ADVENTURE ADVENTURE ADVENTURE**