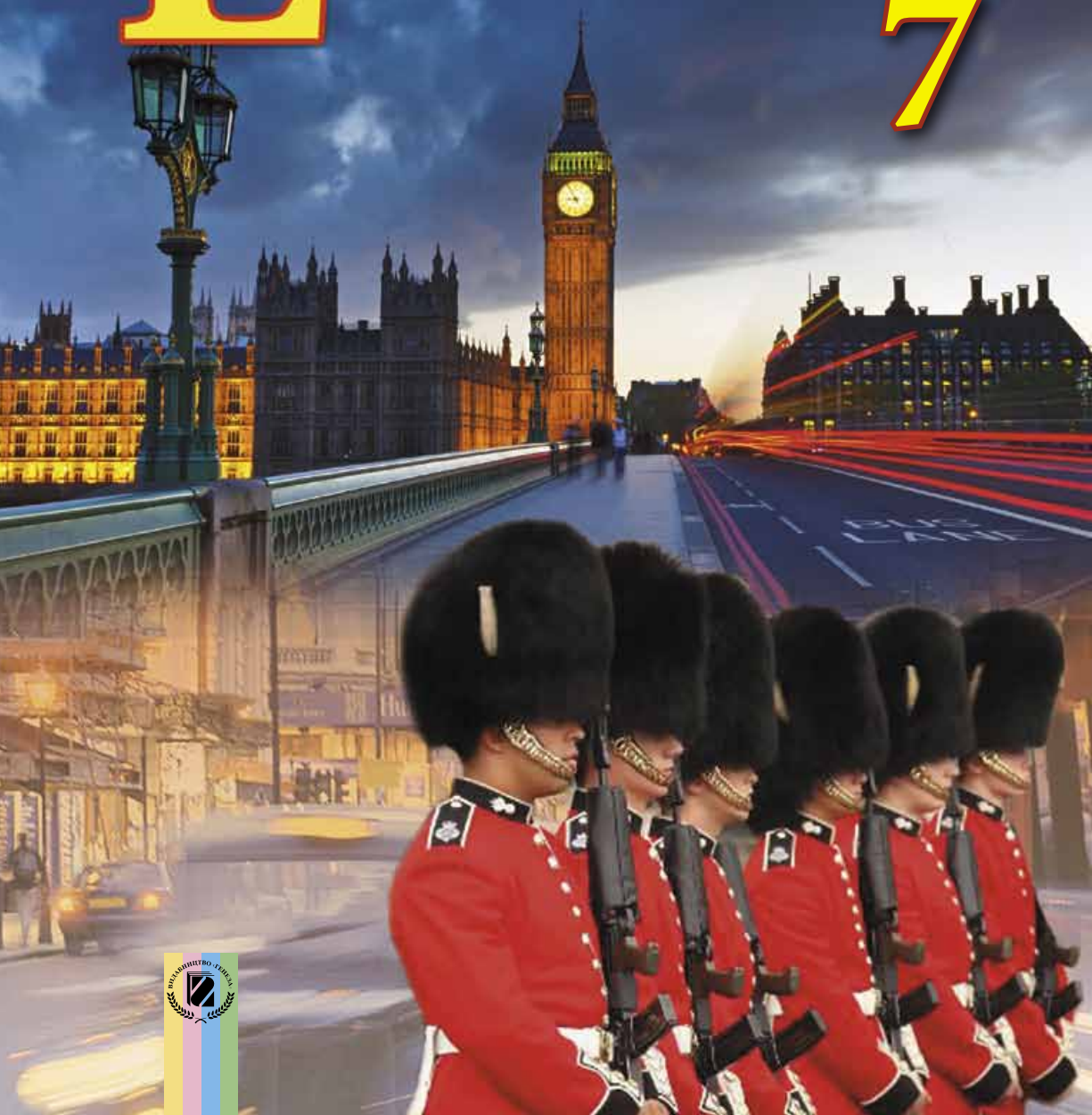


Larysa Kalinina
Inna Samoylyukevych

ENGLISH

7



Підручник «Англійська мова. 7 клас» продовжує серію НМК для оволодіння англійською мовою в спеціалізованих навчальних закладах з поглибленим вивченням іноземної мови. Складається з 7 розділів (*Units*). Наприкінці кожного розділу подано рубрику *My progress in English* для контролю і самоконтролю здобутих учнями знань.

В кінці підручника — лексико-граматичний коментар *First Aid Kit*, тексти для аудіювання, ключі до тестових завдань *My progress in English*, таблиця неправильних дієслів та англо-український словник.

УМОВНІ ПОЗНАЧЕННЯ:



– Вправи на аудіювання, фонетичне опрацювання мовленнєвого матеріалу



– Письмові вправи



– Домашнє завдання

UNIT 1. Family and Friends

1.1. Family album

Word Bank

newly born
cute
caring
wise

Phrase Bank

to display family photos
to have a full set of ...
to be on a visit to somebody
to be the heart of the family
to be of the same age
to be everybody's pet
to have a combined age of ...

Communication Box

... namely, ...

I. Conversation Warm-up

This is a photo of Phil's family. In pairs, compare his family to your family.



Philip



my grandma

my grandpa



mum

dad



my niece



his
brother



my elder sister



my nephew



my younger brother

Example: A: *Phil's family is bigger than mine.*

B: *My family is also big: I have ...*



II. Pronunciation Warm-up

Read the family rules with correct intonation. Say what rules you have in your family.

Family Rules

- Put the other person first.
- Speak with love.
- Tell the truth.
- Mind your manners.
- Forgive freely.
- Always do your best.
- Be thankful.

III. Grammar Smart

1. Look and recall.

Use the verb **to be** in the Present Simple in positive and negative statements and questions to talk about:

- your family and friends;

Example: *Mike is my relative on my dad's side.*

- their current status;

Example: *Is your elder sister married?*

- their qualities;

Example: *My grandma is very kind and wise.*

- their jobs and positions;

Example: *My granddad is in his late sixties but he isn't retired yet.*

Use short forms in speech and informal writing:

I'm, she's, he isn't, we aren't

Use **aren't I** in negative questions.

Example: Why **aren't I** in the photo?

a) Play a grammar guessing game using the box. Say what you have found out about your friend's family.

parents	age
grandparents	marital status
aunts and uncles	qualities
cousins	jobs
nephews and nieces	location

Example: A: *I'm thinking of someone in my family who ...*

B: *... is your age?*

A: *Yes.*

B: *... is in Kyiv now?*

A: *No.*

B: *... in your grandma's village?*

A: *Yes.*

B: *Is it your cousin Pavlo?*

A: *Right!*

b) Look at the pictures and fill in the right form of the verb *to be*.

Example: My granddad ... in his early forties. →
My granddad isn't in his early forties.



1. My grandparents ... in the garden now.
2. The baby girl ... so sweet!
3. Tim ... a very caring brother.
4. The children ... in the kindergarten now.
5. Why ... I in this photo?

2. Read and remember!

• Use *was* / *were* as the Past Simple forms of the verb *to be* to talk about your family history:

Example: *My mother was on a visit to her in-laws then.*

• Don't forget to use adverbs of time:
then, last year, two months ago, for five years, etc.

• Use *have been* / *has been* as the Present Perfect forms of the verb *to be* to talk about your family experiences that have happened in your life up to now:

Example: *I have been to Canada.*

• Use expressions *often*, *once*, *twice*, *several times* to say how often something has happened to your family members.

Example: *My parents have been to Poland several times.*

• Don't forget the difference in meaning between *been* and *gone*:
My sister has gone to the Carpathians on holiday. (= She is there now.)
My sister has been to the Carpathians. (= She visited them in the past, and is back by now.)

- Use **will be** as the Future Simple form of the verb **to be** to talk about events that might happen in your family:

Example: *My uncle **will probably be** with us at Christmas.*

- Don't forget to use the adverbs **probably**, **certainly** and **definitely**.

- Use **am/is/are going** to talk about your family's future plans and arrangements.

Example: *We **are going to have** a family reunion next month.*

a) Play a grammar 'time-machine' game using the pictures.



Example: *A: I was on a visit to my great-grandparents last weekend.*

B: I have been on family visits many times.

C: I am going to visit my aunt on holiday.

b) Say:

- what happened in your family some time ago;
- what makes your family experience up to now;
- what events might happen in your family in the near future;
- what your family's future plans and arrangements are.

Example: *My cousins were at the seaside with us last summer.*

IV. Word Smart

Family Members	Family member's characteristics
granny (grandma)	kind
granddad (grandpa)	wise
uncle	caring
aunt	cute
cousin	lovely
on one's side	everybody's pet
on the father's/mother's side	friendly
wife	to be the heart of the family
husband	to look after a baby
niece	to be fond of...
nephew	something you can't do without
grandparent	to enjoy every minute of one's stay
granddaughter	to get to know relatives

Study these words and word combinations and:

a) Say what you call:

- your mother's sister; → *It is my aunt.*
- your mother's brother;
- your aunt's son;
- your uncle's daughter;
- your sister's daughter;
- your brother's son;
- your father's parents;
- your mother's mum.

b) Say how the members of your family can be characterized.

Example: *My grandma is the heart of the family.*

c) Answer the questions.

1. What new relatives have you become acquainted with recently?
2. What relatives on your mother's/father's side have you got?
3. Who is the heart of your family?
4. Who is very caring in your family?
5. What relatives do you enjoy spending time with? Why?
6. Who is the oldest/youngest in your family?

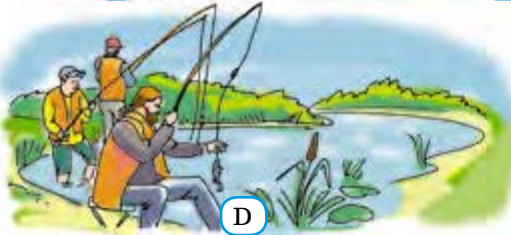
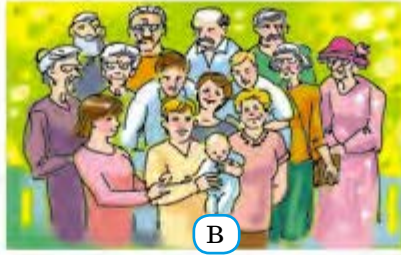


At Home: Take a family photo and describe the people in it (6–8 sentences).

Go to Ex. 5, 6 of your WB

V. Time to Read

1. On the website “Family Album Pages” Sonya and Kate displayed their family photos with some information. Read and match the information to the pictures.



1. Hi there! This is me. My name is Kate and I'm 13. In this photo I'm with my granny and my two cousins. They are my relatives on my mum's side, namely, my aunt's son and daughter. We are on a visit to our granny. She is the heart of our big family, very kind and wise.

2. These are my mum and dad. They are of the same age and have the same interests. You see them in the garden. Gardening is something they can't do without. Now they are grandparents and spend more time with their granddaughter.

3. Hi, it's me, Sonya. In this photo you see my elder sister Helen, her husband Boris and my niece Olha. Her baby is such a lovely little thing, so cute and funny. Boris is very caring and likes to look after his little daughter.

4. In this photo you see my two uncles on my father's side and my father. The brothers are very friendly and like to fish in the pond near my granny's house. My uncle Denis is the youngest and he is not married yet.

5. This is my niece Lidia. She is only six months old and she is very lucky to have a full set of grandparents (four) and all eight great-grandparents, too. The three generations above her have a combined age of more than 1,000. They are sure to spoil her on special occasions!

2. Fill in: *older* or *elder*.

1. My ... sister is married.
2. Next year I'll be one year
3. What's your ... brother's job?
4. My father is ... than my mum.
5. Who is ... : you or your cousin?
6. Have you got an ... brother?

Older – elder

Compare: *My elder sister is 3 years older than me.*

See *First Aid Kit: Grammar in Use*, p. 222

Unit 1

3. In the text (Ex. 1, p. 17), find and reproduce the sentences which characterize the people in the pictures.



Lidia



Ann



Boris



Granny

Example: *Lidia is everybody's pet.*

VI. Time to Communicate

1. Look at the family photos Kate and Sonya displayed on the website and speak about their families. Use the words and phrases from the box.

to get to know; in the photo; to be the heart of the family; on her mom's/dad's side;	to be fond of; to look after; to be cute and funny; to be of the same age.
--	---

2. In pairs, talk about your family members as in the pattern.

Pattern:

A: Hi How ... ?

B: Oh, it was fantastic! I

A: Did you get to know ... ?

B: Sure. I ... and ... and did you ... ?

A: Of course. It was She/he is

B: Unfortunately

A: By the way, would you like ...?

B: I'd love to!



VII. Time to Listen.

1. Listen to the girls' talk about their family members and say what new relatives each of them has met.

2. Listen to the dialogue again and fill in the family trees for the girls.

It's Kate

– granny

– _____

– _____

– _____

It's Sonya

– niece

– _____

– _____

– _____



VIII. Time to Write

Into Your Writing Portfolio:

How to write on a Family Album website page

- Start writing on a web page with a short introduction.
- Write as if talking to a friend or family member that is interested in your topic.
 - Include practical, valuable information. Use your knowledge and experience to illustrate.
 - Use short sentences. Then format your page to approximately 65 characters per line.
 - Finish with a short summary.
 - Use:
 - Hi there! This is me...
 - This is my dad...
 - Now look at my mum...
 - These are my grandparents...
 - This is everybody's pet...

Example:

Hi there! This is my family reunion. These are my grandparents on my Mum's side. They are the kindest people I know. We are all in their house now, in Durham.

This is my Dad, he's playing the guitar (that's his hobby).

Look at my Mum – she is smiling her charming smile. She is the heart of our family.

I love my family, each and everyone of them.

Go to Ex. 7, 8 of your WB

1.2. Family footsteps

Word Bank

complicated
striking
nurse
surgeon
pediatrician
ambulance
appendicitis
essential

Phrase Bank

to become a teacher/a doctor
to follow in somebody's footsteps
to have a story to tell
to perform an operation
to inspire somebody to learn
to be taken to hospital
to be retired

Communication Box

... at that.
.. though.
I think it's best to ...
It runs in the family.
From my perspective, ...
In my case, ...

Unit 1

I. Conversation Warm-up

In pairs, look at the pictures and ask your friend what professions his/her relatives have.



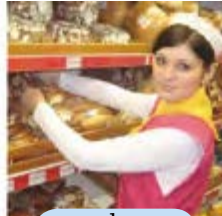
an engineer



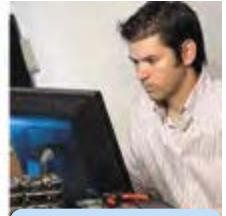
a doctor



a teacher



a shop assistant



a programmer

Example: A: *Is there an engineer in your family?*

B: *We haven't got engineers. My Dad is a doctor and my Mum is a lawyer.*



II. Pronunciation Warm-up

Read and practise the sounds /v/ and /t/. Say what jobs run in this family.

Profession Round Chant

Is your mother a teacher?

No, she's not. She's a doctor.

Is your father a doctor?

No, he's not. He's a pilot.

Is your uncle a pilot?

No, he's not. He is an engineer.

Is your aunt an engineer?

No, she's not. She's an economist.

Are you an economist?

No, I'm not. I am a pupil.

III. Grammar Smart

1. Look and recall.

The Present Simple	The Present Continuous
<p>Describe opinions using verbs of thinking: mean, know, understand, think, remember, forget.</p> <p>Example: <i>My mum thinks teaching is the best job in the world.</i></p>	<p>Describe actions happening around the time of speaking using time expressions now, at the moment, today, this week.</p> <p>Example: <i>I'm looking for a part-time job this week.</i></p>
<p>Describe likes and dislikes using verbs of feeling/wanting: like, dislike, want, prefer.</p> <p>Example: <i>My uncle doesn't like his job.</i></p>	<p>Describe what is happening in a photo or picture.</p> <p>Example: <i>In this photo, my aunt is performing an operation.</i></p>

a) Play a grammar picture description game using the given verbs. Say what you think about these families.

Example: A: *In this picture, the grandfather is working in the field.*

B: *His grandson is working in the field, too.*



to work
to help
to teach
to learn

to show
to explain
to try
to clean

to paint
to draw
to colour
to sketch

b) Say whether you like or dislike these jobs. Give your reasons.

Example: a lawyer/to help in legal issues → *I like this job because it is essential to help people in legal issues.*

1. a teacher/to inspire children to learn
2. a doctor/to cure people
3. a librarian/to recommend books
4. a mechanic/to repair cars
5. a hotel receptionist/to make people comfortable
6. a tourist agent/to arrange holiday trips

2. Read and remember!

- Use the **Present Simple tense** to talk about permanent situations:

Example: *My aunt works in a hospital.*

- Use the **Present Continuous tense** to talk about temporary situations:

Example: *My cousin is a student. He is currently working part-time.*

Time expressions: right now, currently, at the moment, these days

- Describe changes and trends using verbs of change: **get, turn, go, become** in the **Present Continuous**:

Example: *This profession is getting more and more popular.*

Unit 1

a) Play a grammar contrast game using the ideas from the box.

Permanent situations	Temporary situations
to live in town to work in a shop to study at university to travel on business to drive a car	to stay out of town to work at home to take an online course to visit Poland to ride a bicycle

Example: A: *He lives in town.*

B: *He is staying out of town now.*

b) Say how life and people around you are changing these days.

Example: parents / to work more → *My parents are working more and more.*

1. school / to get more complicated
2. people / to get friendlier
3. your neighbourhood / to become safer
4. the world / to become more peaceful
5. life / to get easier

IV. Word Smart

1. Study these words and word combinations and:

a) Say who works in the medical profession.



ambulance;
to be taken to hospital



nurse, pediatrician



surgeon; to perform an operation; appendicitis

Example: *There are doctors and nurses in the medical profession.*



Mykola Amosov
and his daughter
Kateryna Amosova

b) Look at the photos and say what profession runs in this family (4–5 sentences).

- to follow in her father's footsteps;
- to become a doctor;
- to be retired;
- to have many striking stories to tell;
- to run in the family.

Example: *Kateryna Amosova followed in her father's footsteps.*

2. Complete the sentences and speak about a profession that runs in your family.

1. I think it's best to....
2. I want to become ...
3. I'd like to follow in ...
4. My ... says ... is the best job in the world.
5. ... has many striking stories to tell.
6. As you see, ... runs in our family.



At Home: Describe your parents' professions / jobs (8–10 sentences).

Go to Ex. 9, 10 of your WB

V. Time to Read

1. Read /listen to the dialogue and say what professions run in Helen's family.

Talking about Professions in the Family

Steve: Hey, Helen, you are very good at English. Do you plan to become a teacher?

Helen: Maybe. My mum is a teacher and she loves it. She says teaching is the best job in the world. I think she is a very good teacher as she can inspire her students to learn. Sometimes she lets me help her with marking their papers.

Steve: We all have someone in our family who we most admire. In my opinion, these people are essential for us as we have somebody to model ourselves after.

Helen: I think it's best to do something that makes you happy.

Steve: Right you are. In my case, I want to help sick people and become a doctor, maybe a general practitioner. When I was a child, I had a sharp pain in my right side. My mum called an ambulance and I was taken to hospital. The next day I was operated on for appendicitis. The doctors and nurses were so helpful and kind!

Helen: My aunt is a doctor. She works in a big hospital as a paediatrician and a surgeon. She performs very complicated operations, my mum says.

Steve: Could I possibly meet her and talk with her about the medical profession?

Helen: Certainly. With twenty years of experience, she has a lot of interesting stories to tell. By the way, my aunt followed in my granddad's footsteps.

Steve: Really? And what did your grandfather do?

Helen: He was a dentist. He cured people's teeth. He is retired, though.

Steve: So, the medical profession runs in your family, doesn't it?

Helen: It sure does.

BrE – paediatrician
AmE – pediatrician

Across Cultures

general practitioner / GP – BrE, a doctor who is trained in general medicine and does not work in a hospital.

cure – вилікувати
treat – лікувати; частувати;
поводитися

See *First Aid Kit*:
Word Meaning, p. 225

2. Fill in the correct word.

Example: *He cured people's teeth.*

1. What can't be ..ed must be endured.
2. She ... me like one of the family.
3. We ... mum to lunch at the Savoy.
4. This operation can ... short-sightedness in 15 minutes.
5. 90 per cent of patients can be ..ed of the disease.
6. When I was a child, doctors ..ed me of small pox.

3. Look at the pictures and choose those which relate to Steve/Helen. Say what connection you can see.



VI. Time to Communicate

1. Act as Helen and say in whose footsteps she is going to follow.



to plan to become a teacher;
to make somebody happy;
to have the best job in the world;
to inspire somebody to learn;
to let somebody do something;
to mark somebody's papers.

2. In pairs, discuss the professions in your families. Use the pattern.

Pattern:

A: I say, ... , you're good at Do you plan to become ...?

B: Maybe. My ... is a ... and ... loves it. ... says it's the best

A: I think it's best to From my perspective,

B: Right you are. In my case, I want to

A: My ... is a works

B: Could I possibly ... and ...?

A: Certainly. With ... years of experience, ... has ... to tell. By the way, ... followed

B: Really? And what ... , I wonder?

A: ... retired, though.

B: So, the ... profession runs in your family, doesn't it?

A: It sure does.



VII. Time to Write

Write a paragraph about someone in your family you admire. Begin with:

We all have someone in our family who we most admire. From my perspective, these people are essential for us as we have somebody to model ourselves after. In my case, ...

Go to Ex. 11, 12 of your WB

1.3. People around me

Word Bank

survey
poll
respondent
teenager
top answer
weary
embarrassed
male
female

Phrase Bank

to win by a nose
to ask open-ended questions
to spend time with a significant other
to feel stressed
to be one's foundation
to fill in a questionnaire
to be a predictor of happiness

Communication Box

It turns out that ...
Overwhelmingly, ...

I. Conversation Warm-up

Read the sentences (p. 26) and match them to the people around you. Say how the people around you make you feel.

Good morning, boys and girls!

Dinner is ready, honey!

Come, guys, let's go for a walk.

Well, honey, how about a game of basketball?

Mum

Dad

friends

teachers

Example: *My parents are my foundation. If I do something stupid, they will still love me no matter what. Just knowing that makes me feel happy.*



II. Pronunciation Warm-up

Read the proverbs about people around us and practise the sounds /i:/ and /t/. Say which of them you agree with.

A friend in need is a friend indeed.

Love makes people good.

Who chatters to you, will chatter of you.

Friends are thieves of time.

III. Grammar Smart

1. Look and recall.

The verb *to have* in its lexical meaning

have / have got	have + noun
Relationships: <i>I've got an elder sister.</i> <i>She has two kids.</i>	Experiences: <i>Have fun!</i> <i>We are having a good time.</i>
Possessions: <i>I've got a present for you. (BrE)</i> <i>They have a lot of money. (AmE)</i>	Special events: <i>Let's have a party.</i> <i>Have a wonderful trip!</i>
Features: <i>Everyone in his family has got higher education. (BrE)</i> <i>She has big brown eyes. (AmE)</i>	Activity: <i>My friend and I have a jog every morning.</i> <i>I'm tired – let's relax.</i>
Use forms of <i>have</i> , not <i>have got</i> with past and future tenses. Example: <i>When I was a child, I had a pet hamster.</i> <i>When I grow up, I will have a family of my own.</i>	

a) Play a grammar comparison game using the pictures.



Laura



Bill

Example: A: *Laura's got an elder brother.*
 B: *Bill has a younger brother.*

b) Answer the 'how often' questions.

1. How often do you have a jog? → *I have a jog every morning.*
2. How often do you have a swim?
3. How often do you have a walk?
4. How often do you have a trip?
5. How often do you have parties?
6. How often do you have a conversation on the phone?

2. Read and remember!

The verb *to have* in its *grammatical* meaning

Tense form	Meaning	Example
<i>have done/has done</i>	Past experiences	<i>I have travelled a lot.</i>
	Past actions with present results	<i>I have already answered all the survey questions.</i>
	Situations up to the present	<i>I've known Jack for a long time.</i>
<i>have been doing/ has been doing</i>	Actions up to the present	<i>I've been walking since three o'clock.</i>
	Recent continuous actions with present results	<i>I'm tired – I've been cleaning my room.</i>

a) Play a grammar completion game.

Example: A: *...travelled a lot.*
 B: *I have travelled a lot.*

1. ... answered all the survey questions.

Unit 1

2. ... been to the Carpathians.
3. ... felt happy.
4. ... done something stupid.
5. ... made new friends.
6. ... taken part in a survey.

b) Say what your family and friends have been doing since morning.

Example: *My mum has been working since morning.*

IV. Word Smart

1. Study these words and word combinations and:

a) Say how much time you spend with these people and what you do together.



teenage friends



a significant other



family members

Example: *I play sports with my teenage friends three times a week.*

b) Match the words to their definitions. Say what we can learn about ourselves in this way.

1. survey	a) the most frequent response;
2. top answer	b) a person who just wins;
3. respondent	c) a general study done by asking people questions;
4. winner, by a nose	d) a person who has to answer questions.

2. In pairs, ask each other open-ended questions on the nature of these feelings. Compare your answers and decide what makes both of you happy.

to make somebody feel:



happy
excited
blessed



worried
weary
embarrassed

Example: *What makes you feel happy?*



At Home: Conduct a mini-survey among your teenage friends about the role of family, friends, education and money in their lives. Report your findings in 8–10 sentences.

Go to Ex. 13, 14 of your WB

V. Time to Read

1. Read the Internet article and say what makes a teenager happy.

What Makes a Teenager Happy

So, you are between the ages 13 and 24. What makes you happy? A worried, weary parent might imagine the answer to sound something like this: a little rock'n'roll, maybe some cash, or at least the car keys.

It turns out the real answer is quite different. Spending time with family was the top answer to that open-ended question, according to an extensive survey – more than 100 questions asked of 1,280 people ages 13–24 – conducted by The Associated Press and MTV on the nature of happiness among America's young people.

Next was spending time with friends, followed by time with a significant other. And even better for parents: nearly three-quarters of young people say their relationship with their parents makes them happy.

“They're my foundation,” says Kristina St. John, 17, a high-school student from Queens in New York. “My mom tells me that even if I do something stupid, she's still going to love me no matter what. Just knowing that makes me feel very happy and blessed.”

Other results are more disconcerting. While most young people are happy overall with the way their lives are going, there are racial differences: the poll shows whites to be happier, across economic categories, than blacks and Hispanics. A lot of young people feel stressed, particularly those from the middle class, and females more than males.

You might think money would be clearly tied to a general sense of happiness. But almost no one said “money” when asked what makes them happy, though people with the highest family incomes are generally happier with life. However, having highly educated parents is a stronger predictor of happiness than income.

All parents, here is some more for you: most young people in school say it makes them happy. Overwhelmingly, young people think marriage would make them happy and want to be married some day. Most also want to have kids.

Finally, when asked to name their heroes, nearly half of respondents mentioned one or both of their parents. The winner, by a nose: Mom.

(Adapted from *the Internet*)

Across Cultures: the USA

The Associated Press – the oldest and largest US news service, with offices all over the world. Its members include newspapers and television and radio stations.

MTV – an American television company whose programmes are shown around the world. It broadcasts popular music 24 hours a day.

Unit 1

2. Mark the true statements.

1. The article is about small kids. _____
2. The real answer differs from that of a worried parent. _____
3. Teenagers like to spend time with family best of all. _____
4. Less than 100 young people were asked about the nature of happiness.

- _____
5. Spending time with friends was one of the top answers. _____
 6. Money was clearly tied to a general sense of happiness by most respondents. _____

3. Say what these numbers stand for in the article. Reproduce the sentences with them.

13 17 24 100 1,280 3/4

Example: *We become teenagers at the age of 13.*

VI. Time to Communicate

1. Act as a journalist and ask your classmates questions on the nature of happiness of young Ukrainians. Use:

- to make somebody happy;
- family income;
- to feel blessed;
- to feel stressed;
- to have highly educated parents;



2. In pairs, discuss your strongest predictor of happiness. Use the pattern.

Pattern:

A: I say, ... , would you mind if I asked you a personal question?

B: No, no. Go ahead.

A: I wonder what makes you happy. A little ...? Maybe some ... ?

B: Poor guess! In my case, it's

A: Glad to hear that. But why?

B: ... my foundation. My ... tells me that even if I ... , s/he is still going to ... , no matter what. Just knowing that makes me feel

A: The same with me. But some people say that ... would be clearly tied to What do you think?

B: I wouldn't say that. ... is a stronger predictor of happiness than

A: What about ... ?

B: It ... , too. I would also mention

A: Me, too.



VII. Time to write

Into Your Writing Portfolio:

- Advice-seeking letters appear in newspapers and magazine. They can be about any problem imaginable.
- The letters are written in an informal style.
- The introduction will state why this letter is written.
- The body will expand on the problem.
- The conclusion will ask for help from the addressee.

How to write an advice-seeking letter

Introduction	Body	Conclusion
Dear editor, Never in my wildest dreams did I ever think that ... But I have a situation in which ... So I am writing you in hopes ...	To complicate matters,... I very much would like to ... The problem is that ... One point is ... The second point is ...	What should I do? Should I ... or ...? Please answer as soon as possible because ...

Example:

Dear Editor,

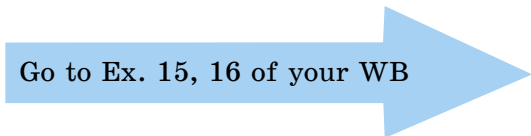
Never in my wildest dreams did I ever think that I would be writing to someone asking for advice. But I have a situation in which I need help and there is no one I can ask.

I am in my early teens now and nothing seems to make me happy: neither my relationship with my parents nor spending time with friends.

One point is that my mum often tells me that I've done something stupid. I wish she said she would love me no matter what.

The second point is that I don't have enough pocket money to go out. It seems that my friends with higher family incomes are happier with life.

What should I do?



1.4. In comfort with yourself

Word Bank

outfit
worrier
genes
family budget
generation gap
tolerant

Phrase Bank

to look stressed
to lose one's temper
to feel out of one's element
to crown it all
to cost a fortune

Communication Box: How to Talk about Your Worries

What's wrong? You look stressed.
What's your worry?
The problem is that
The only snag with ... is
I feel so uncomfortable.
I often find it difficult to
I feel out of my element.

I started to have difficulty with
Calm down!
There is no point
Let's hope for the best.
You are a worrier!
There are no easy answers to
Just try a little harder.

I. Conversation Warm-up

Look at the pictures and say in which of the situations you will be comfortable. Explain why.



to get together with friends



to have a fight



to stay home alone

Example: *I will be in comfort with myself if I often get together with friends, because we have a lot of fun.*



II. Pronunciation Warm-up

Read and beat the rhythm. What advice can you give to this person?

The Worrier's Chant

Gee, I'm thirsty.
 Drink some water.
Gee, I'm angry.

Calm down.
 Gee, I'm tired.
 Have a rest.
 Gee, I'm cold.
 Wrap up warm.
 I'm lonely.
 Call up a friend.
 I'm bored.
 Go to a movie.
 My outfit is wrong.
 Wear something new.
 I am a worrier.
 Relax!

III. Function Smart.

Read and learn how to talk about your worries.
 Look at the pictures and fill in the mini-dialogues.

- a) – You look stressed. What's your worry?
 – The problem is that I
 What shall I do?
 – I think you should ... more.
- b) – Gee, I'm angry!
 – Calm down! There is no point in
- c) – Terrible, just terrible!
 My ... is completely wrong!
 – You are a worrier! If you don't like it,
 just
- d) – I feel so uncomfortable.
 I often find it difficult to tell
 my parents about my
 – It happens to the best of us.
 There are no easy answers to the ... problem.
- e) – What's wrong?
 – I feel out of my element. I started
 to have difficulties with
 – There is no instant solution for doing Maths.
 Just
- f) – What do you say to going on holiday in ... ?
 – The only problem with it is
 – Let's hope for the best.



to feel lonely;
 to socialize with friends



to lose your temper



outfit;
 to wear something new



troubles;
 generation gap



Maths;
 to try a little harder



The Carpathians;
 the weather

IV. Word Smart

1. Study these words and word combinations and:

a) Say how you understand the generation gap.



to look stressed;
to find something difficult;
to lose one's temper;
to feel out of one's element.

b) Say what problem a teenage girl might have.

family budget; new outfit; to cost a fortune.



The problem is that...

2. In pairs, share your little worries and comfort each other.

There are no easy answers.
Just try a little harder.

There is no instant solution.
Let's hope for the best.



At Home: Write about your friend's problem and suggest a solution (8–10 sentences).

Go to Ex. 17, 18 of your WB

V. Time to Read

1. Read/listen to the conversation between two teenage friends and say how they deal with their worries.

Talking about Worries

Part One

Helen: Hi, Ann! How are you?

Ann: Hi, Helen. Could be better.

Helen: Why, you look stressed. What's your worry?

Ann: So many things have gone wrong!

Helen: Calm down! Please! There is no point in losing your temper. So what is it?

Ann: I feel out of my element. I started to have difficulties with Maths. Besides, I find it uncomfortable to tell my parents about my troubles, and on top of it all, my outfit is completely wrong.

Helen: What a mess you've made of your life! I advise you, first of all, to stop worrying.

Ann: I know I am a worrier! I have worry genes from both sides of my family. My dad is also a skilled worrier. Only he worries about different things: nuclear waste, his bank account and the future of science at the age of computers. My mum specializes in big worries, too.

Helen: Such as?

Ann: Housekeeping, family budget, her friends' family problems, that kind of thing.

Part Two

Helen: I'm glad your worries aren't that big. But there are certainly a lot of them. Let's deal with each of them separately. So, your Maths: there is no instant solution for doing Maths, you know. Just try a little harder.

Ann: It's easier said than done. Thanks, anyway. How about the generation gap? I feel so uncomfortable about it!

Helen: It happens to the best of us. Of course, there are no easy answers to this problem. I think you should be more tolerant and wait for the right moment to remind your parents about their own childhood.

Ann: Let's hope for the best. And what do you say to my clothes? Should I wear them?

Helen: Sure. Your outfit is perfectly okay, if you ask me. But if you don't like it, just wear something new, for a change. How about your new jeans? They are the latest style. They look terrific! Where did you get them?

Ann: At the Denim Barn. They cost a fortune. I had to use some of my birthday money, but it's worth it...

jeans /dʒi:nz/ джинси

genes /dʒi:nz/ гени

denim – джинсова тканина

See First Aid Kit: Word Meaning, p. 226

Across Cultures



Denim Barn (the USA) – a big plain building which houses a store selling denim clothes.

2. Fill in the chart with the problems and solutions (Ex. 1, p. 34).

Problem	Solution

3. In pairs, complete the conversation between Ann and Helen.

A: Hi, You look What's your ... ?

B: So many things

A: Calm down! Please! There is no point in So what is it?

B: I feel I started to have Besides, I find it uncomfortable ... and to crown it all,

A: Let's deal with So, your There is no magic bullet for Just

B: It's How about ... ?

A: It happens Of course, there are no easy answers I think you should

B: Let's hope And what do you say to ... ?

A: If you ask me, But if you don't like it, just

VI. Time to Communicate

1. Act as Ann and describe your worries.

- to have worry genes;
- to worry about different things;
- to specialise in big worries;
- to make a mess of one's life.



2. Read and say what has worried you recently and how you deal with your worries.

difficulties with studies; generation gap; clothes: health; appearance; lack of money; misunderstanding with friends; lack of skills; loneliness.

Example: *I started to have difficulties with my studies because I don't do my homework regularly.*



VI. Time to Listen

1. Listen to the story “A Wise Judge” and say what solution was offered to the young men’s problem.
2. Listen to the story again and role-play it.



VII. Time to Write

Write a for-and-against essay about your attitude to the generation gap problem.

Into Your Writing Portfolio

How to write a “for-or-against” essay

- the main body of a “for-or-against” essay consists of 2–3 paragraphs;
- one paragraph presents arguments with reasons and examples;
- one or two paragraphs present arguments against with reasons and examples.

Useful linking words

<i>For</i>	<i>Against</i>
The greatest advantage of ... is	The most serious drawback of ... is
Some experts (people) are in favour of	Most people are against
One of the main arguments for	On the one hand, ... on the other hand
What is more	Another negative thing of ... is
In addition to this	There is another side of the argument.

Example: *... One of the main arguments for spending time with friends is its good effect on your mood. You won't have problems with what to do in your free time. Moreover, you don't feel lonely as you did before. Also, friendship is full of sharing and caring. It means there is always someone to help you when you are in need. In addition, you'll never feel bored.*

Unit 1

The most serious drawback of spending time with friends is that it takes a lot of time, day after day. As the proverb goes, friends are thieves of time.

Another negative thing is that some friends can't share your interests to the fullest. They may find them strange and sometimes try to make you do what they think to be more fun...

Go to Ex. 19, 20 of your WB

1.5. My progress in English

I. Grammar Smart

Fill in the right forms of the verbs *to be* or *to have*.

1. ... your elder sister married?
2. My father ... been to Canada.
3. Why ... I in the photo?
4. My mum ... on a visit to her in-laws then.
5. I ... looking for a part-time job now.
6. Let's ... a rest.

Check if you can:

use correct grammatical forms in context.	Yes	No
---	-----	----

II. Word Smart

Add one word to each sentence in the blank.

1. My father's brother is my
2. I'm going to follow in my mum's
3. My aunt is a surgeon, she performs complicated
4. Please answer all the questions of the
5. What makes you feel ...?
6. Calm down, there is no point in losing your

Check if you can:

use words in context.	Yes	No
-----------------------	-----	----

III. Function Smart

Match conversation lines A to conversation lines B.

A	B
1. Gee, I'm angry! 2. What's wrong? 3. Terrible! Just terrible! 4. I often find it difficult to talk with my parents. 5. What shall I do? 6. I started to have difficulties with Maths.	a) I feel out of my element. b) It happens to the best of us. c) Try a little harder. d) Calm down. e) I think you should socialize with friends more. f) You are a worrier.

Check if you can:

talk about problems and solutions.	Yes	No
------------------------------------	-----	----

IV. Time to Read

Read the text and choose the correct facts.

Family Footsteps

We all have someone in our family who we admire. From my perspective, these people are essential for us as we have somebody to mirror ourselves. In my case, the person I most admire is certainly my grandfather, whose life story inspires me.

He was born in a small village. He was the son of a journalist who used to fight alongside the small farmers against powerful landowners. He, his mother and brothers used to live happily until the day his dad was killed. He was just six years old when he started working to help his mother. Life was hard but he never gave up, so after a lot of work and dedication he achieved his dream and graduated in law from one of the best colleges in the country.

Everyone has dreams but there are few people in the world strong enough to fight for them. Surely, my grandfather is one of these people. It is always a pleasure to hear about his life experiences. I'm going to follow in his footsteps so that I can be a better person.

1. The storyteller admires his grandfather.
2. The old man was born in a city.
3. He came from a small family.
4. He was a hard worker.
5. He got a higher education.
6. His dream came true.

Check if you can:

read and understand life stories.	Yes	No
-----------------------------------	-----	----



V. Time to Listen

Listen to the funny story 'The Trouble with Teenagers' and correct the mistakes in the statements given.

Statements:

1. Kevin was in his mid-teens.
2. His parents bought him a new board game as a present.
3. His appearance changes a little.
4. Kevin's parents are crying.
5. Kevin loses the ability to shout.
6. Teenage years are easy.

Check if you can:

listen to funny stories and fully understand them.	Yes	No
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VI. Time to Write

Describe your family and friends.

Check if you can:

write a description of your family and friends	Yes	No
--	-----	----





